



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

English as an International Language (EIL)

National Unified K–12 Learning Standards Framework 2014

English as an International Language (EIL)

Contents

NEW STANDARDS FOR THE 21st CENTURY	4
Introduction	4
The Importance of Standards in Teaching and Learning	6
Standards Development Methodology	8
Development of the UAE Student Profile	14
THE ENGLISH LANGUAGE STANDARDS	18
Making the English Standards a Reality	18
Big Ideas in Teaching English	19
Principles of Student Learning in English	20
Principles of Teaching English	22
Recommended Practices for English Teaching Practices	24
Content Standards by Cycle	26
Number and Percent of SLOs by Grade, Domain and Cognitive Demand	28
Scope-and-Sequence — Domains, Strands and Standards by Grade	30
Standards and Student Learning Outcomes by Grade	43
Standards and Student Learning Outcomes by Strand	109
Performance Standards by Grade	171
RECOMMENDATIONS FOR IMPLEMENTATION	190
Recommended Time Allocations	190
Planning Effective Lessons	191
Effective Assessment of Skills and Knowledge	193
Diagnostic Assessments	194
Formative Assessment-Assessment for Learning	195
Summative Assessment-Assessment of Learning	196
Practical Strategies for the Effective Implementation of Content Standards	197
Effective Professional Development	199
Characteristics of Effective Teacher’s Guide for Standards Implementation	200

National Unified K–12 Learning Standards Framework 2014

RESOURCES	201
Cross-cutting Standards and 21st Century Themes	201
Glossary of Terms	211
Bibliography	212
TABLES AND FIGURES	
Table 1: Structure of the English Standards Framework	8
Table 2: Definition of Terms	9
Table 3: Technical Characteristics of World Class High-Quality Learning Standards	10
Figure 1: Cognitive Levels	12
Table 4: UAE Student Profiles by Cycle	15
Figure 2: Content Standards by Cycle (K–12)	26
Table 5: Percentage of SLOs per Domain	28
Table 6: Number of SLOs per Domain	29
Table 7: Expectations for UAE Student’s Accomplishments on International Benchmarks	185
Table 8: Common European Framework of Reference for Languages: Common Reference Levels	186
Table 9: Teachers of English as a Foreign Language (TOEFL) Level Expectations for Reading and Critical Thinking and Writing	187
Table 10: International English Language Testing System (IELTS) Bands	188
Table 11: Lexile Grade Correspondence Chart	189
Table 12: Recommended Time Allocations (Hours per week)	190
Table 13: Lesson Planning Template	191
Figure 3: The Diagnostic Assessment and Learning Loop	194
Table 14: 21st Century Themes	201
Table 15: 21st Century Skills Connected to College and Career Readiness	205

NEW STANDARDS FOR THE 21st CENTURY

Introduction

We live in a rapidly changing world. Countries must adapt to more complex and diverse workplaces, and their education systems must prepare flexible problem solvers who can contribute to, maintain, and develop the economies of the 21st century. Recognizing this, the vision of the UAE National Charter 2021 states, "All Emiratis will have equal opportunity and access to first-rate education that allow them to develop into well-rounded individuals, enhance their educational attainment, and achieve their true potential, contributing positively to society."

We want our nation's schools to nurture well-rounded citizens, confident in their inner abilities and fully equipped for adulthood. Our educators will instil in young people the shared values of our moderate religion and our national identity. Each new generation will emerge ready to play an active and positive role in society as self-directed and responsible citizens.

Our nation will set and achieve increasingly ambitious educational targets. A progressive national curriculum will extend beyond rote learning to encompass critical thinking and practical abilities, equipping our youth with essential skills and knowledge for the modern world. In terms of such practical competencies—as well as high scores on standard international examinations—our children's educational achievements will place them on a par with students in the most advanced nations.

The UAE will successfully encourage Emiratis to maximise their potential by remaining in school and reaching higher levels of education. School drop-out rates will fall, university enrolment will rise, and more Emiratis will climb higher up the ladder of learning into post-graduate education. The majority of high-school graduates will choose to continue their studies, and those who do leave school early will receive other forms of support such as vocational training.

Education will provide equality of opportunity and balanced outcomes for all students. Special needs students will be properly integrated within the education system with the benefit of support programmes and infrastructure that guarantee fair access.

—Section 4.2 of the UAE National Charter 2021

To meet these challenges and achieve this ambitious vision, schools and teachers need clear guidance on the knowledge, skills, and abilities in each content area that will prepare them to respond to changing conditions and societal needs. That is why the Ministry of Education has developed a revised set of KG1–12 English standards to guide schools towards a more relevant, rigorous, and coherent curriculum for the next generation of Emiratis. The curriculum in English will enable graduates of Grade 12 from Emirati schools to draw on knowledge and resources in both English and Arabic and to communicate with and learn from English speakers, no matter where they continue their education.

It is recognized that a set of standards is only the first foundational step in meeting our goals. These standards must—and will—be accompanied by curriculum materials, aligned assessments and professional development to ensure that the vision captured in them becomes a reality in every classroom in the UAE.

The Importance of Standards in Teaching and Learning

There is substantial evidence that quality education (i.e. education that produces significant student learning) contributes significantly to economic development and social well-being in developed and developing countries. Beyond individual-level returns from quality education, well-educated societies receive collective benefits as well. Evidence from East Asia suggests that systemwide educational improvement has been a significant contributing factor to economic development in Hong Kong, Taiwan, South Korea, and Singapore.

Countries (such as Australia¹, the United Kingdom², New Zealand³, and the United States⁴) that have developed and implemented clear, coherent, demanding, and publicly disseminated student learning standards have demonstrated consistently high levels of educational performance on international assessments such as the Programme for International Student Assessment (PISA) and the Progress in International Reading Literacy Study (PIRLS). These countries are committed to the belief that all students can be active, successful learners and that all teachers can provide rigorous, challenging instruction that engages and motivates all students. Data from assessments on standardized tests such as PISA and PIRLS beliefs about teaching and learning guide the vision of the United Arab Emirates for national English standards.

¹<http://www.stella.org.au/>

²<https://www.gov.uk/national-curriculum>

³<http://nzcurriculum.tki.org.nz/National-Standards/Reading-and-writing-standards/Understanding-the-standards>

⁴www.corestandards.org

There are several ways by which student learning standards can strengthen education systems.

First, public dissemination of learning standards can begin a national “conversation” about what is important for educators to teach and for students to know and be able to do. Such a conversation emphasizes the importance of schools, parents, and communities working together to support educational goals.

Second, learning standards can guide curriculum development, which in turn delineates what teaching and assessment should cover.

Third, learning standards are the foundational reference for textbooks, teaching and learning materials, and resources such as literary and

informational books in English and Arabic, the Internet, and print-based reference materials. Learning standards also provide a guide for teachers’ professional development that will help to ensure that all students receive effective instruction.

Learning standards provide clear expectations for students, and allow for better preparation, communication, and performance among teachers, principals, administrators, parents, and education system leaders; they cannot, on their own, raise student achievement or improve the performance of an education system. Rather, learning standards can support instructional planning and programmatic decisions at various levels of education (e.g. school, Emirate, or Ministry of Education). For example, specialists within the Ministry can design the curriculum so that all instructional

materials, practices, and assessments are closely aligned to the standards; support teachers in the implementation of the new curriculum through adequate and appropriate pre- and in-service teacher training; and employ high-quality assessments to confirm student learning of the content and skills outlined in the standards.

Educators in each Emirate or even at the school level can analyze their local needs and determine how to differentiate and align their instruction with the national standards in order to best serve their own students and teachers.

Alignment with the national vision is one key to higher achievement; awareness of local needs is another.

(Adapted from “Learning Standards: What Matters Most for Quality Education” developed by AIR for the World Bank)

Standards Development Methodology

The process by which these standards were developed began with the agreement that high-quality teaching and learning standards systematically organize content within a given subject area into domains and strands, and then into standards and student learning outcomes (SLOs) that specify, on a grade-by-grade basis, the content that should be taught and learned in each subject area (in this case English). The SLOs specify in general terms the learning that should be taking place in English across the full academic year. Table 1 shows the K–12 domains and the grade band strands within which grade-level standards and SLOs were developed. Table 2 provides definitions of terms (American International Institute for Research, 2014).

Table 1: Structure of the English Standards Framework

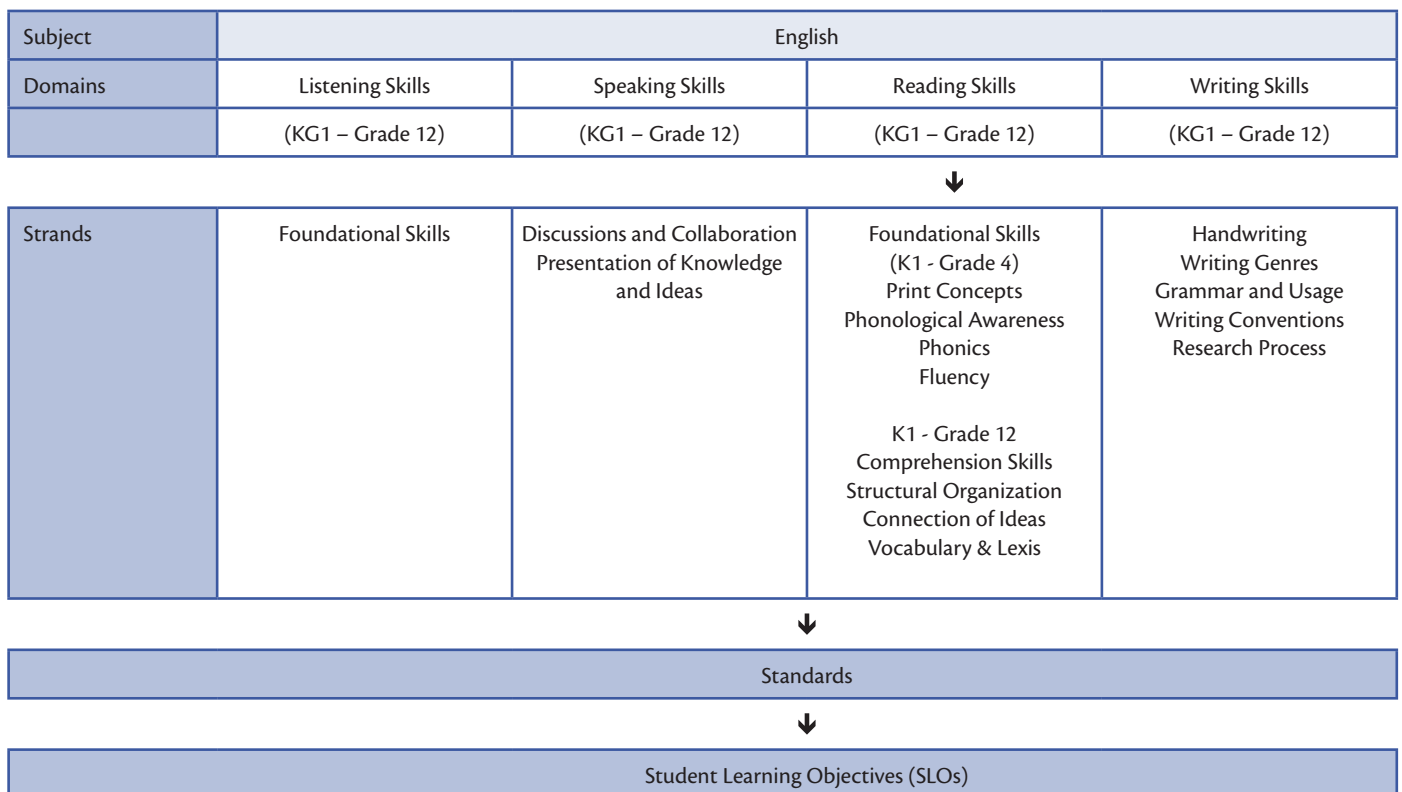


Table 2: Definition of Terms

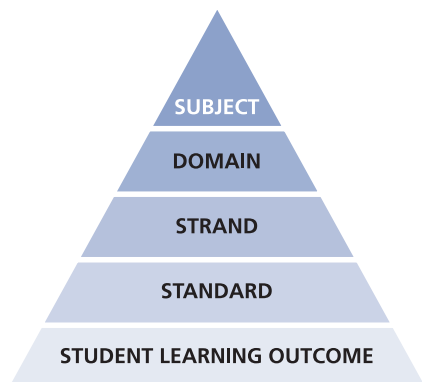
Subject: is the curriculum area of interest and the first level of analysis in the structure of standards.

Domains: are the major elements of a subject. The UAE English standards have four domains: Listening, Speaking, Reading (Foundational Skills for Grades KG1–4) and Writing. Listening, Speaking, Reading and Writing Skills domains run through the entire KG–12 system.

Strands: are the key topics within the domains. For Foundational Skills, the strands are Phonemic Awareness, Phonics, Print Concept, and Fluency. For the Listening, Speaking, Reading and Writing Skills domain, the strands refer to the contexts in which students will use their English.

Standards: are the broad target objectives within each strand and are grade specific. For example, in Grade 2, the Foundational Skills standard is “Students demonstrate understanding of spoken English words, syllables, and phonemes.” This standard makes it clear that instruction in beginning reading and writing in Arabic Language Arts will support instruction in English.

Student learning outcomes (SLOs): are the most granular level of analysis in the structure of standards. SLOs are the grade-specific expected learning outcomes—statements about what students should know and be able to do by the end of the school year. The end-of-year goals help teachers plan their instruction and provide benchmarks against which they can evaluate their students’ progress.



Ministry of Education staff who participated in the standards development process agreed that “world-class standards” have the technical characteristics defined in Table 3:

Table 3: Technical Characteristics of World-Class, High–Quality Learning Standards

Situated within a framework: Standards are part of the country's educational strategy and vision
Developmentally sequenced: Standards are built on one another and thus reflect a progression of learning that is developmentally appropriate and research-based
Subject and grade specific: Standards are related to a specific subject area and grade level or span
Clear: Standards are written in understandable terms and presented with examples where necessary
Common: Standards are expected of all students
Objective and free from bias: Standards are objective; the classifications apply to all groups of students regardless of age, race, gender, social and economic status (SES), etc.
Focused on big ideas: Standards focus on the key milestone concepts of the subject, not on details or entire ranges of concepts
Feasible: Standards set a reasonable scope of knowledge and skills that can be translated into appropriate classroom activities
Measurable: Standards are observable so they can be used to develop assessment frameworks
Internationally benchmarked: Standards are informed by the content and organization of standards in high-performing nations
Valid and easily interpreted and explained: Assessment users can correctly use, explain, and interpret standards
Not arbitrary: There are specific reasons for cut-off scores on a performance scale and these reasons are explicit and well substantiated
Connected: Content, process, and performance standards are connected to one another
Contextually and culturally relevant: Standards are informed by the needs of the society in which they are developed

Working with a team of UAE English language experts, the Ministry drew from the existing UAE English standards, the K–12 English standards from Australia, the United Kingdom, New Zealand, and the United States Common Core State Standards, as well as the English specifications for the PISA international assessment and the United States National Assessment of Educational Progress in Reading and Writing. The team first agreed to organize the English content into the existing four domains and then introduced the new idea of grade band strands to ensure strong development progressions within each strand and across grades. Once the strand structure was in place, the team proceeded to develop each of the standards and specific student learning outcomes for each strand at each grade.

To ensure that the presentation of this curriculum is as clear and helpful as possible, the English Standards presented in this document contain:

English Overview

This section provides a brief overview of the big ideas and purpose of English in the curriculum.

Teaching English

This section provides an overview of the essential teaching practices that are required to effectively implement the standards and student learning outcomes.

Content Standards by Cycle

These are the academic goals for English for each cycle in the education system. They provide a broad view of what needs to be achieved.

Number and Percentage of SLOs by Grade, Domain, and Cognitive Demand:

This provides a numeric overview of the essential balance of SLOs by grade, domain, and cognitive demand. Cognitive demand is based on depth of knowledge (DOK) coding.

Scope and Sequence

Domains, Strands, and Standards by Grade: This summarizes the domains, strands, and standards for each grade.

Standards and SLOs by Grade

In this section, the teacher will find the specific learning outcomes (SLOs) for each grade. The SLOs are clearly related to their standards, strands, and domain. Note that the SLOs are not sequenced in the order in which they might be taught. Sequencing of content would be found in a Pacing Guide. The table also indicates the cognitive processing level of each SLO (Level).

Standards and SLOs by Strand

This section organizes all SLOs by strand within each domain. This enables teachers to see the learning progression or trajectory across grades of a specific area or strand in the teaching of English. In this way, a teacher is able to understand what contribution his or her grade makes to the overall instruction of a particular strand of learning.

Cognitive processing level of an SLO

Each SLO appears with a cognitive processing level, indicating how complex the skill is that the student is developing. There are 3 levels of cognitive processing, summarized in Figure 1.

They range from the easiest level involving simple recall or reproduction of knowledge, or performance of a simple process (Level 1) to a more complex level of demonstrating understanding of concepts or performing more complex multi-step processes (Level 2), to the most challenging level of deep understanding and reasoning around complex and abstract information (Level 3).

This information helps teachers to understand how demanding a particular skill (SLO) is for students to develop, and therefore how much effort will be required to ensure that students acquire the targeted skill.

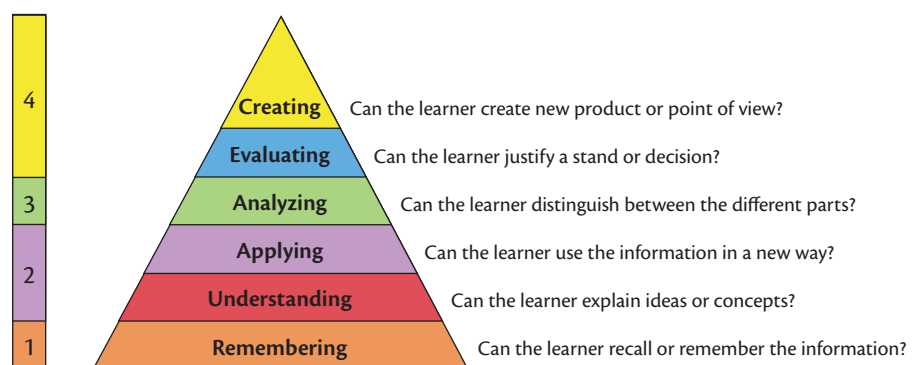
Remember that it is always the goal to target the most challenging level 3 skills although some students may have more difficulty with the level 3 tasks. Each grade provides a range of level 1, 2 and 3 SLOs, with approximately 7% at level 1, 49% at level 2, and 44% at level 3 in English.

Figure 1. Cognitive Levels

Level	Name of level	Definition of level	Common skills by level
1	Recall and reproduction	Focused on recall of facts, definitions, terms, etc. or performance of simple process	List, locate, describe main features, determine, identify
2	Skills and concepts	Use of more complex skill demonstrating conceptual understanding, or performance of more complex multi-step process	Explain, describe details, classify, predict, compare main features
3	Strategic and extended thinking	Requires deep understanding and reasoning of complex and abstract information	Solve, propose, evaluate, explain, generalize, create, develop, compare details, analyze, summarize

Note: Based on the Depths of Knowledge research of Norman Webb at the University of Wisconsin, United States⁵.

Relationship between Depth of Knowledge and Bloom's Taxonomy



DoK Levels New Version of Bloom's Taxonomy

Depth of Knowledge was developed through a ten-state grant initiative to streamline Bloom's Taxonomy to facilitate state-wide assessments

⁵See Webb, N. L. (2002). Depth of knowledge levels for four content areas. Retrieved, July 12, 2014, from: <http://osscurr.pbworks.com/w/file/fetch/49691156/Norm%20web%20dok%20by%20subject%20area.pdf>; see also https://www.youtube.com/watch?v=qFXU6_TYljc.

Performance Level Descriptors by Grade

This section focuses on helping teachers interpret a student’s level of performance or ability as measured by classroom assessment tools. Four levels of performance are identified:

Level 1—Barely or not initiated: Students at this level show zero or minimum skills or understanding in the targeted SLOs and will require extensive support.

Level 2—Under development: Students at this level have only begun to show progress in the targeted skills and will require substantially more support.

Level 3—Satisfies expectations: Students at this level have a good command of the targeted skills and knowledge, especially in Level 1 and Level 2 cognitive tasks, although room for improvement exists. These students would be able to continue to the next unit of material.

Level 4—Exceeds expectations: Students at this level demonstrate excellence in all of the targeted skills, including the most challenging contained in Level 3 cognitive tasks.

Recommendations for Implementation

This provides guidance on instructional planning, instructional strategies, and the professional development recommended for supporting the implementation of these standards:

Recommended Time Allocations

Planning Effective Lessons

Effective Assessment of Skills and Knowledge

Practical Strategies for Effective Implementation of Content Standards

Resources

Effective Professional Development

Characteristics of Effective Teacher Guides

Cross-cutting Standards and 21st Century Themes

Glossary

Cross-Cutting Standards

This section describes high-level connections between the UAE English standards, interdisciplinary 21st Century themes, and 21st Century Skills, with multiple connections to learning across grades that ensure college and career readiness for all students through the integration of Science, Technology, Engineering, Arts and Mathematics (STEAM) approach.

Development of the UAE Student Profile

Many countries with high-quality education systems have both rigorous, subject-based standards and documents to guide holistic student development. The holistic perspective extends the concept of education beyond solely the acquisition of academic knowledge. In New Zealand (“Key Competencies,” 2007) and Northern Ireland (“What Are Thinking Skills & Personal Capabilities,” n.d), for example, education administrators identified overarching themes that guide students’ learning process, including managing self, relating to others, and participating and contributing. The documents address these themes at a broader level, rather than breaking them down by cycle level.

Singapore’s Desired Outcomes of Education, on the other hand, outline key student outcomes for the end of each educational cycle (“Desired Outcomes of Education,” 2009). These outcomes address themes relevant to the child’s holistic development, such as moral integrity, innovation, and loyalty.

Although Singapore is the only country that outlines holistic student development by educational cycle, other countries consistently emphasize themes such as global integration, teamwork, problem solving, and creativity, highlighting globally important attributes that should also be included in a strong UAE student profile.

The UAE student profile presented here contains themes to guide students’ holistic development, such as critical thinking and problem solving, balanced bilingualism, and national identity. It draws from the national values laid out in key documents such as the UAE Vision 2021, the UAE Constitution, and the Ministry of Education’s vision, mission, and values.

In addition, the UAE student profile builds on collaborative contributions made by Ministry of Education specialists during a series of intensive standards development workshops held in 2014 at the Ministry of Education in Dubai. Indeed, their contributions reinforced the values outlined in UAE documents, which reflects a unity of vision among the UAE’s education specialists.

The student profile is intended to guide the holistic development of the students in the UAE by inculcating moral, personal, and social values that lead to a healthy and vibrant Emirati society.

The student profile presented in Table 4 lists the attributes that the students in the UAE are expected to possess at the end of each of the four educational cycles in the UAE.

Table 4: UAE Student Profile by Cycle

Themes	By the end of Kindergarten (KG1-KG2), students should:	By the end of Cycle 1 (Grade 1 through Grade 5), students should:	By the end of Cycle 2 (Grade 6 through Grade 9), students should:	By the end of Secondary Education (Grade 10 through Grade 12), students should:
Knowledge	<ul style="list-style-type: none"> Use scientific knowledge to ask questions about surroundings and environment to get simple answers Distinguish between letters in Arabic and in English in terms of shape within the word Able to read and write words, numbers and simple sentences Show ability to deliver age/ level appropriate speech Demonstrate knowledge of numbers (up to 20) and use them in solving simple mathematical problems (addition / subtraction) and decoding patterns Distinguish between objects in terms of color, shape and size, directions and locations Demonstrate behaviours that reflect commitment to , traditions and customs, and belonging to religion and country Recognize surrounding environments and their characteristics (desert, maritime, mountainous) 	<ul style="list-style-type: none"> Show ability to read and comprehend a variety of texts (narrative, descriptive, informative ...) Show ability to write a variety of texts correctly Show knowledge of numbers calculations, patterns, and represent data to recognize some statistical concepts Show scientific knowledge in: the structure of some parts of the body, plants and animals, the structure of the Earth's surface and some space components, forms and sources of energy in the surroundings and the interactions that occur among them Show understanding of the components of Islamic faith and some basic principles of simple relations Reflect awareness of the country and governance system concept Reflect awareness of belonging, responsibilities and duties which contribute to the formation of national identity Employ scientific knowledge for keeping a healthy lifestyle 	<ul style="list-style-type: none"> Demonstrate knowledge of integers, rational and real numbers, percentages and related operations, concepts of statistics and probabilities, algebraic expressions, equations and inequalities, functions and geometry concepts. Show understanding of the structure and functions of the human body systems and organs, environmental and biological systems interactions, and the emergence and history of the earth as well as other components of the universe and the interaction between matter and forms of energy transformations , its resources and structure of matters, its changes and reactions Show understanding of the grammar and literature of Arabic language, and use it to express himself/herself and his/ her community issues using different types of literature like novels, poetry and others Accumulate an English lexicon and use vocabulary and different syntax to express himself/herself in different ways Reflect understanding of the Islamic legislation in different fields, and employ that in his/ her daily life, which is reflected on his/her behaviour Demonstrate awareness of his/ her country's geographical location, economical capacity, characteristics and components of his/her society so as to form a national identity and belonging to his/her religion and country Build system of values, attitudes and awareness of hygiene and health habits, and employ this to protect himself/herself from transmitted diseases 	<ul style="list-style-type: none"> Show understanding and mastery of concepts of algebra, geometry, trigonometry functions and calculus, and use their skills in solving problems related to complex contexts Integrate between knowledge of concepts and laws in physics, chemistry, geology and biology to understand the surrounding phenomena and events and also to interpret and find solutions to complex problems occur in realistic surroundings Show knowledge of various Arabic language Arts to be able to use them in comprehending and producing different creative literary types like stories, novels, poetry and prose, and to enable him/her to understand various sciences and to express them in his/her native language easily and effectively Use acquired English lexicon to express himself/herself in speaking about social, environmental and economic issues with high language proficiency based on correct grammar that reflects deep understanding of usage of the four language skills: reading, speaking, writing and listening. Show a broad understanding of the UAE history, geography, community structure and the Arab and global regions to be able to develop a picture of a global system based on intellectual, social, political, historical and religious diversity

Table 4: UAE Student Profile by Cycle (continued)

Themes	By the end of Kindergarten (KG1-KG2), students should:	By the end of Cycle 1 (Grade 1 through Grade 5), students should:	By the end of Cycle 2 (Grade 6 through Grade 9), students should:	By the end of Secondary Education (Grade 10 through Grade 12), students should:
Skills	<ul style="list-style-type: none"> • Use verbal and nonverbal communication skills to express his/her feelings and thoughts • Show ability to safely use tools to build, form and construct simple models in science and mathematics • Show basic age appropriate skills in handling computers and tablets • Practice health habits that are appropriate to his/her age 	<ul style="list-style-type: none"> • Use acquired experience in both Arabic and English in his/her daily life to understand what he/she hears and reads and to communicate positively with people in the neighbourhood • Show ability to use skills for planning to conduct simple scientific inquiries that enable his/her ability of solving some problems in the surrounding environment • Demonstrate ability to employ information and communication technology to express ideas and to share them safely with others • Use mathematical knowledge in daily life to facilitate communications or actions taken and to solve mathematical problems in his/her daily life • Participate in national events, social and voluntary work which reflects awareness of national identity, customs, traditions and heritage • Apply religious practices consciously and reasonably away from extremism. 	<ul style="list-style-type: none"> • Use functional writing in both Arabic and English to express himself/herself in different ways • Use informational technology, communication skills and modern technologies to access knowledge and adapt to the demands of modern life, which enables him/her perform roles that might direct him towards associated technical specializations • Apply research skills and critical thinking in solving authentic problems in the real life context based on the methodology of scientific research • Use mathematical knowledge in solving problems and understanding the quantitative variables that are represented in the form of tables or graphs, or direct or inverse proportion, and show basic knowledge that help him/her relate that to his daily life • Possess ability to develop or build models and solids that simplifies concepts and abstract scientific facts , which makes them more realistic and connected to sensory experience • Demonstrate ability to locate his/her country using conventional or technical methods, and through identifying different kinds of maps 	<ul style="list-style-type: none"> • Use research skills, critical thinking, problem solving and decision-making in finding solutions (unconventional) for scientific and practical problems within the limits of the possessed scientific knowledge and by using and applying tools, materials, and scientific and laboratory techniques • Use acquired mathematical skills and experiences from mathematical knowledge in building perceptions of mental models and patterns and solve problems based on using technological techniques that contributes to the formation of mental engineering structure • Employ the four language skills (Arabic or English) to express ideas or share them with others in an acceptable degree of fluency either verbally or written through various types of language Arts. • Demonstrate proper behaviour based on the teachings of our religion and folklore of customs, traditions and heritage to reflect the uniqueness of the national identity and affiliation to country and exerting efforts to serve it • Use sources of knowledge (digital and print) to complete humanitarian and social studies and researches for problems associated with his/her environment and local community and to address some of the global environmental issues

Themes	By the end of Kindergarten (KG1-KG2), students should:	By the end of Cycle 1 (Grade 1 through Grade 5), students should:	By the end of Cycle 2 (Grade 6 through Grade 9), students should:	By the end of Secondary Education (Grade 10 through Grade 12), students should:
Independence and Responsibility	<ul style="list-style-type: none"> • Demonstrate organization and perfection when performing simple tasks that are age appropriate • Show a sense of responsibility, respect and autonomy in the environment where he/she exists • Understand the routine procedures and modify his/her behaviour accordingly, and be aware of the consequences resulting from his/ her behaviour 	<ul style="list-style-type: none"> • Commit to implement assigned roles and tasks simply and on time • Implement scientific educational projects under direct supervision to get specific features of a product under the conditions agreed upon in advance • Show awareness of his/her responsibilities, roles and the roles of others in teamwork, and show respect and commitment to complete the task 	<ul style="list-style-type: none"> • Participate in implementing projects through work teams with specific responsibilities and distinct roles with minimum direct supervision • Show awareness of his/her abilities and skills, which enables him/her to make decisions related to his/his future career and education 	<ul style="list-style-type: none"> • Integrate between scientific, technological, athletic and engineering knowledge to achieve processes and procedures associated with different educational contexts appear in the form of simple technical or technological products • Demonstrate ability to influence others through personal attributes and leadership reflected during his/her participation in teamwork and collaborating groups on the completion of projects and collective researches and studies • Express himself/herself independently through presenting ideas about ambitions, and educational and professional future
Interaction with work environment.	<ul style="list-style-type: none"> • Demonstrate ability to interact easily with adults and establish positive social relationships with peers • Recognize family and its members, their relationship and the importance of belonging to it • Show tendency to work or play in organized small groups within educational or athletic context at classroom learning corners or the school playground 	<ul style="list-style-type: none"> • Show awareness within the limits of scientific, athletic, religious and health knowledge and act within that framework so as to achieve organized behaviour based on the awareness of his/her personality components 	<ul style="list-style-type: none"> • Work with teams or independently to solve problems related to his/her environment, employing his/her knowledge, skills and personal traits • Participate in scientific trips and in conducting simple surveys about environmental issues through specialized teams that work within a specified scientific and social framework 	<ul style="list-style-type: none"> • Show ability to accomplish scientific projects independently and with minimal supervision from others • Show ability to express views and ideas independently and objectively away from race or sex bias or religion, based on values and ideals that he/she believes in
Self-development	<ul style="list-style-type: none"> • Employ storyboards or illustrated stories in print to acquire knowledge and scientific attitudes under direct supervision • Show ability to use hand tally counters and abacuses to manage the processes of addition and subtraction within numbers from 1 to 10 	<ul style="list-style-type: none"> • Use acquired lexicon in functional writing (message, invitation card, congratulations, ...), and the starting stage of creative writing (short narrative, realistic or imaginary texts) • Use research skill to get reliable information from various print and digital resources 	<ul style="list-style-type: none"> • Reflect leadership attributes that show ability to independently solve problems and make decisions related to his/her life and future career and education • Participate in camps and seminars that enable him/her to acquire personality and behavioural traits that reflect ability to express his/her opinion and address some issues independently and with minimum supervision 	<ul style="list-style-type: none"> • Engage in programs, activities and projects in educational and training institutions to enable him/her to improve his/her technical and performance skills to be employed productively in daily lives • Participate in training programs and educational camps to be prepared and qualified to participate in national, regional and international contests and competitions

THE ENGLISH LANGUAGE STANDARDS

Making the English Standards a Reality

When studying a world language, such as English, it is critical that learners are able to use the language for diverse purposes and in multiple contexts. The UAE Standards for English provide educators with clear guidance on the knowledge, skills, and abilities in English that the students in the UAE need to master if they are to move successfully into higher education and the workforce and communicate effectively worldwide.

Although English may not be the first or even second language of most students in the UAE, English proficiency is a goal for students from kindergarten through High School—a goal designed to encourage strong Arabic-English biliterate students who can ultimately become world citizens. As such, English is part of a bilingual/biliteracy framework of learning for these learners.

Like any language, learning English requires students to acquire listening, speaking, reading and writing skills, each of which involves a set of interrelated subskills. Learning English in contexts where children do not speak the language at home adds further complexities to the learning process that need to be taken into consideration.

First, research demonstrates that first languages impact the learning of second (or later) languages in predictable and significant ways (e.g. Koda & Zehler, 2008, and August & Shanahan, 2006; also see Fender, 2008;

Abu-Rabia & Siegel, 2002 for Arabic-English biliteracy). It is important to draw on the “transferrable” cognitive, linguistic, and cultural resources that a child has already acquired from learning Arabic, and to avoid reteaching skills that are “shared” between the two languages.

Second, learning English involves both the acquisition of the linguistic skills of English and the acquisition of content knowledge through the medium of English. As learners progress through the grades, there is less focus on basic language and literacy subskills as English increasingly becomes a medium through which knowledge is gained. As such, the competencies and outcomes associated with English change across grades.

Encouraging students to communicate with each other and with the teacher, right from the start, is an important foundation for high-quality English instruction. Communicating with each other—rather than merely learning discrete vocabulary words or memorizing

grammar rules in isolation—will propel the students forward. They will learn the listening, speaking, reading, and writing skills needed for English fluency; gain appreciation for (and comfort with) the nuances of English; and become familiar with its conventions.

Providing language-rich classrooms across all grades and in all subjects is the second important foundation for high-quality English instruction. The standards for learning Arabic and the standards for other subject areas all advocate that students and teachers engage in discussion, and in the sharing and presentation of ideas, research findings, facts, opinions, and perspectives. It is within such environments that students will learn to listen, speak, read and write attentively in English. Students are encouraged to problem solve, brainstorm, and collaborate in English, just as they do in their classes taught in Arabic.

To ensure that these updated standards reflect world-class expectations, the development process drew from the existing UAE English standards; the K–12 English standards from Australia, the United Kingdom, and New Zealand, and the new United States Common Core State Standards; specifications for the PISA international assessment; the United States National Assessments of Educational Progress in Reading and Writing; The Common European Framework for Languages (CEFR): Learning, teaching and assessment; and the British Council’s EAQUALS Core Inventory for General English.

Big Ideas in Teaching English

The “big ideas” in English learning refer to the key principles and practices that underpin high-quality English instruction, and that should be in place from kindergarten to Grade 12 to ensure that UAE students have the knowledge, skills, and abilities to understand and use English effectively and confidently in a wide range of contexts and for multiple purposes. Standards for learning world languages maintain⁶ that the foundations of learning a new language include the following:

COMMUNICATION

Students need to use their new language in many communicative modes, including face-to-face conversations, writing, listening, or reading.

- Communication must happen in multiple contexts, both social/interpersonal and academic.
- As students start using English, they should be allowed—and even encouraged—to augment their speaking and writing with Arabic words and phrases because the goal is to communicate with others and get feedback on their efforts.

CULTURES

As students learn English, they will have access to aspects of the culture, traditions, thinking, and learning of English speakers around the world.

- Awareness of the positive cultural aspects of English speakers around the world should be built into students’ entire school experience at all grade levels.
- Becoming aware of others’ cultures makes students more aware of, and often more appreciative of, their own culture.

CONNECTIONS

Learning English will allow students to connect with new bodies of knowledge and new ideas and will broaden their learning in the content areas they already study in Arabic.

- Gaining access to learning resources in English can strengthen content area studies and broaden students’ ability to use English as a tool for learning.
- Becoming fluent users of English prepares students for full participation in the global education world and the global community and marketplace.

COMPARISONS

To master English, students will have to be able to make comparisons between Arabic and English languages and to accommodate them automatically.

- This learning will start early when students learn to handle and enjoy picture books written from right to left in Arabic and those written from left to right in English.
- As students compare English and Arabic, their understanding and appreciation of their native language increases as well.

COMMUNITIES

Language learning is most successful when students use their new language in multiple contexts, ideally including school, social gatherings, their homes, the Internet, their reading materials and learning resources, and their media viewing and listening.

- Students need to know how, when, and why to say what to whom, regardless of the context in which they use their English skills.
- New languages are not learned when students focus on an ordered set of facts about the language (e.g. grammar and spelling rules). Rather, students learn best when they try to communicate by listening, reading, speaking, and writing, and by seeking help and feedback to help them grow.

⁶National Standards in Foreign Language Project. (1996). *Standards for foreign language learning: Preparing for the 21st Century*. Yonkers, NY: National Standards in Foreign Language Project.

Principles of Student Learning in English

In addition to the big ideas that cross cycles and grades, there are specific “habits of mind” or student practices (adapted from the United States Common Core State Standards) that all students need to acquire as they learn English. These practices describe behaviors that students will demonstrate as they learn English throughout their school experiences. By Grade 12, students should be able to:

1. Demonstrate independence

Students can:

- Work on their own to complete assigned tasks and explore their own ideas

2. Build strong content knowledge

Students can:

- Read and comprehend texts written in English to contribute to their content knowledge in subject areas that are taught in Arabic
- Read and comprehend print and digital resources (such as English language newspapers or websites) to increase their content knowledge
- Listen attentively to English language sources to gain both general knowledge and discipline-specific expertise
- Share their knowledge with others by speaking and/or writing in English

3. Respond to varying demands of audience, task, purpose, and discipline

Students can:

- Adapt their oral or written communication depending on the audience, task, purpose, and discipline
- Recognize that writing and speaking in different disciplines require different kinds of evidence and presentation (e.g. different structures are used to discuss science or history than are used to present a narrative or write a poem in English)

4. Comprehend, Critique and Justify

Students can:

- Read and listen to others in an open-minded, engaged, and discerning manner
- Attempt to understand what an author or speaker is saying, but also question the author's or speaker's assumptions and the veracity of what they have heard

5. Value evidence

Students can:

- Incorporate evidence found in either English or Arabic into their oral and written statements to support their interpretations of texts or their personal views
- Evaluate others' use of evidence in what they say or write in English

6. Use technology and digital media strategically and capably

Students can:

- Use an English-script keyboard and all features of a computer (e.g. English word processing and spelling and grammar checks)
- Employ English language technology thoughtfully to enhance their listening, speaking, reading and writing for both interpersonal and academic communication
- Recognize the strengths and limitations of English language technological tools

7. Come to understand other perspectives and culture

Students can:

- Seek to understand the perspectives and values represented in English language interpersonal and academic texts and communications
- Understand and use English technical terms, slang, and colloquialisms
- Comprehend and appreciate classical and contemporary literature written in English; English language theater, film, and other media; and the worldviews represented through these vehicles

Principles of Teaching English

Content standards and student learning outcomes, as presented in this document, provide clear and critical guidance for teachers. However, standards do not teach; teachers teach. Teachers must understand and translate these standards and student learning outcomes into instructional practices. This translation process determines the impact the standards will have on students' English learning. Translating standards into high-quality instruction requires teachers to pay attention to four critical aspects of an English lesson:

1. The English: the identified learning goals, their appropriateness, their connections to the big ideas in English learning, and the applicability of English to general communication and learning in other content areas.

2. The tasks: the tasks that students are asked to complete in English in academic settings and the informal tasks that occur during everyday communication in English taking into consideration scaffolding through differentiation and cognitive and procedural modeling.

3. The instruction: how teachers orchestrate and convey instructional tasks, including giving directions, instructional grouping, scaffolding, reviewing and debriefing, and matching assignments to students' levels of preparation and needs.

4. The assessment: the evidence that is gathered to determine how well the learning goals were met.

Ideal lessons are based on the following teaching practices, which should be part of all planning and instructional interactions with students.

Recommended Practices for English Teaching Practices

The following suggested teaching practices will contribute to students' English learning because they create appropriate environments for learning English.

1. Take advantage of young children's mental "flexibility" in, and curiosity about, learning language.

- KG1 is not too early to start English instruction because young children experience rapid growth in vocabulary and their understanding of language structures in their home language.

2. Introduce English with extensive modeling and provide many opportunities for practice. Ask and answer questions to encourage student understanding.

- Early instruction of this kind will encourage students toward bilingualism.

3. Create a language-rich environment for English learning by presenting students with many "artifacts" of English, such as word walls, well-illustrated children's literature in English, and access to grade-appropriate English language technology.

- Surrounding students with English (such as picture books or dictionaries) and providing access to grade-appropriate English digital text models the goal that students will become bilingual.

4. Create opportunities for collaborative work and social and academic conversations and discussions.

- Students who are encouraged to use English when interacting with each other in different kinds of contexts and for different purposes can actually teach each other much of the English they need to learn.
- Student-directed learning opportunities and inquiry approaches can benefit English learners because they make them independent and encourage them to draw on what they are learning in Arabic.
- Technology (software, multimedia texts, e-mail, the Internet) can provide positive support and extra practice opportunities for students' English acquisition.
- Interdisciplinary projects following STEAM approaches can provide authentic learning experiences and transferability of knowledge across disciplines.

5. Encourage students to draw on what they are learning during instruction presented in Arabic.

- Students in early grades will be learning the “fundamentals” of literacy in Arabic and they can be encouraged to apply principles such as letter-sound correspondence toward learning to read and write in English.
- Organizational principles for literary and informational texts apply in both Arabic and English, so what is learned in Arabic Language Arts and content classes will apply to reading and writing materials written in English.
- The basic principles of grammar (such as parts of speech, verb tense, singular-plural distinctions, and so on) learned in Arabic apply to English learning as well, so point out similarities and differences between the two languages.

6. Recognize that students will acquire English competency at different rates, while still setting a clear expectation that all students will learn English.

- Some students may be reluctant to “demonstrate” their emerging English skills by speaking or writing, but their unwillingness to do so does not necessarily mean they are not acquiring the language.

7. Model correct English use, while also scaffolding students’ learning with explanations, definitions of terms, and support for learning, such as:

- Academic or functional word walls in English (days of the week, scientific terms, etc.).
- Sentence or story “starters” or “frames” (I agree with [____] that [____]. However, I think that [____]”).
- Graphic organizers or diagrams to organize their thinking.
- Photographs, videos, or other multimedia resources.
- English language dictionaries at all levels
- Carefully chosen English language texts (e.g. content, linguistic, motivational, etc.).

8. Allow for mistakes (such as grammatical errors) and for accented oral English. These are part of the developmental learning process.

- Teachers should always model correct usage and pronunciation, but encouraging students to express themselves orally and in writing increases their opportunities to practice their emerging skills.
- Teachers should frequently check whether their students understand what is being taught.

9. Encourage students to think by asking questions, seeking elaboration on what they write or say, and checking on their understanding (for example, by paraphrasing what he or she has said for clarity).

- An important goal in English instruction is to ensure that students understand concepts in English as well as Arabic.
- To become proficient in English, students must be able to apply higher order thinking skills to what they hear, speak, read, or write in English.

10. Provide many opportunities for students' vocabulary growth and development of different discourse contexts or purposes.

- Students need to develop social lexis in English—including an understanding of informal language and colloquialisms—so that they can converse and write effectively in informal and interpersonal contexts.
- Students also need to develop English academic, specialized, and technological lexis so that their English competency supports their learning of content in Arabic (e.g. reading reference materials in both languages).
- As their English proficiency grows, students should develop skills to modify their vocabulary, grammar, style and register for different discourse contexts or purposes, such as writing a formal report or letter of college application, writing e-mails, discussing one's opinions about a historical period, or talking about a sports event.

References

- Abu-Rabia, S., & Siegel, L. S. (2002). Reading, syntactic, orthographic, and working memory skills of bilingual Arabic-English speaking Canadian children. *Journal of Psycholinguistic Research*, 31, 661–678.
- August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Council of Europe. (no date). *Common European framework of reference for languages: Learning, teaching assessment. Structured overview of all CEFR scales*.
- Fender, M. (2008). *Arabic literacy development and cross-linguistic effects in subsequent L2 literacy development*. In K. Koda & A. M. Zehler (Eds.), *Learning to read across languages: Cross-linguistic relationships in first- and second-language literacy development*. (101–124). New York, NY: Routledge.
- Harris, T. L. & Hodges, R. E. (Eds.) (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association
- Koda, K., & Zehler, A. M. (Eds.). (2008). *Learning to read across languages: Cross-linguistic relationships in first- and second-language literacy development*. New York, NY: Routledge.

Content Standards by Cycle

Figure 2. Content Standards by Cycle (K–12)

By the end of Kindergarten (KG1 - KG2) students should be able to:	By the end of Cycle 1 (Grade 1 - Grade 5) students will be able to:
Engage actively in conversations and discussions by using appropriate English greetings (such as “hello”) and introducing themselves; ask for and learn English names for familiar objects, people, colors, and actions	Express feelings and emotions and exchange opinions using grammatically correct sentences that exchange information on varied personal or school-related topics
Present information, concepts, and ideas to an audience of listeners through drawing and dictating in English and Arabic to depict an event, tell a story, or present an idea	Increase vocabulary by paying attention to context and asking for clarification and definitions of unfamiliar English words or terms, or those that have multiple or nuanced meanings
Understand and interpret written and spoken language on a variety of topics; read at sight common English words presented in the classroom, school, and other environments, including understanding correspondences between letters in the English script and the sounds they make	Present information, concepts, and ideas through the use of multimedia components (e.g. graphics, sound) and visual displays when preparing presentations to enhance the development of main ideas or themes
Ask and answer simple questions about familiar topics and yes/no or either/or questions using English	Summarize the points made by a speaker or in an oral/visual media presentation on an informational topic; orally or in writing, compare and contrast two or more aspects of narrative or informational print or digital texts
	Read two or more grade-appropriate English texts independently and demonstrate comprehension by comparing them in writing or oral discussion (e.g. book reports or class discussions)
	Write and defend short interpretations, analyses, or critiques of what has been read, heard, or viewed

By the end of Cycle 2 (Grade 6 - Grade 9) students will be able to:

Use sentences in conversations and discussions in ways that help all participants reach consensus; adapt speech patterns, choice of vocabulary, word choice, etc., according to the context of the exchange

Utilize multiple strategies to determine the meaning of unfamiliar words or terms, or words with multiple meanings, including oral context clues, position of words in sentences, speaker's intonation, print or digital dictionaries, or analysis of English roots and affixes

Compose stories, poems, and dramas for the specific purpose of sharing orally with others; compile information, findings, and supporting evidence about a topic of interest and engage in discussions

Produce English language audio and/or video files about topics of interest; read and comprehend English narratives, plays, and poems on important themes as well as literature in Arabic on the same themes and discuss their similarities and differences analytically

Locate, cite and analyze print and digital references about content presented in their courses and apply what was learned to further understanding of their coursework to encourage academic Integrity

By the end of the Secondary Education (Grade 10 - Grade 12) students will be able to:

Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led), express oneself with correct English grammar, complex sentence structure, and sophisticated word choices

Read English with a sufficient level of proficiency to consult print or online references as well as develop great translation skills

Demonstrate an increasing understanding of the nuances of meaning in written and spoken English language, in formal and informal settings

Analyze and discuss, orally and/or in writing, the main ideas and themes of materials written totally in English from all major timeframes: present, past, and future

Analyze, summarize, and comment on both oral and written communication from a variety of sources (i.e. academic lectures, literature, online sources, news broadcasts, etc.), citing and referencing as required

Number and Percent of SLOs by Grade, Domain and Cognitive Demand

Tables 5 and 6 provide an estimate of the weight of content that is covered in each grade and cycle in English. Weight is calculated by counting the number of SLOs that need to be acquired in each grade or cycle, by content domain and also by cognitive domain. They are

represented as a percentage in Table 5 and by raw number in Table 6. This calculation of the weight of content is clearly only approximate since not all SLOs have the same weight, i.e. they take different amounts of time to develop in class. There are other ways of looking at

weight, such as estimating how long each SLO would take to cover in terms of class time. In this sense, the weight by cognitive domain may offer a more accurate sense of weight since higher cognitive SLOs take longer to develop.

Table 5: Percentage of SLOs per Domain

		Content Domains				Cognitive Domains		
		Listening	Speaking	Reading	Writing	Recall & Reproduction (Knowing)	Skills and concepts (Reasoning)	Strategic & Extended Thinking (Applying)
% Weights by Grade	K 1	14	33	33	0	29	71	0
	K 2	10	20	60	10	27	66	7
	Grade 1	6	19	56	19	14	56	40
	Grade 2	6	21	44	29	8	68	24
	Grade 3	11	22	45	22	11	59	30
	Grade 4	10	18	44	28	11	41	48
	Grade 5	7	19	43	31	6	37	57
	Grade 6	12	19	42	27	7	37	56
	Grade 7	14	22	33	31	0	53	47
	Grade 8	11	22	38	29	0	53	47
	Grade 9	10	20	42	28	0	54	46
	Grade 10	8	31	35	26	0	41	59
	Grade 11	15	25	33	27	0	31	69
Grade 12	13	24	35	28	0	26	74	
% Weights by cycle	(K-5)	8	20	48	23	12	55	33
	(6-9)	12	20	39	29	2	49	49
	(10-12)	12	27	34	27	0	33	67
Total % Weights	K-12	10	21	43	26	7	49	44

Table 6 provides the raw numbers of SLOs for the four content domains for English, total raw numbers across the 4 domains (i.e. for the complete subject area), and for the 3 levels

of cognitive domains. Numbers are provided by grade and cycle. They offer the teacher an approximate idea of the content load of English per grade and cycle.

Table 6: Number of SLOs by Domain

		Content Domains				Cognitive Domains		
		Listening	Speaking	Reading	Writing	Recall & Reproduction (Knowing)	Skills and concepts (Reasoning)	Strategic & Extended Thinking (Applying)
Number of SLOs by Grade	K 1	1	3	3	0	2	5	0
	K 2	4	8	25	4	11	27	3
	Grade 1	4	12	35	12	9	35	19
	Grade 2	4	13	28	18	5	43	15
	Grade 3	7	14	30	15	7	39	20
	Grade 4	6	11	27	17	7	25	29
	Grade 5	5	10	23	17	3	21	31
	Grade 6	7	11	25	16	4	22	33
	Grade 7	7	11	17	16	0	27	24
	Grade 8	6	12	21	16	0	29	26
	Grade 9	5	10	21	14	0	27	23
	Grade 10	4	15	17	13	0	20	29
	Grade 11	7	12	16	13	0	15	33
Grade 12	6	11	16	13	0	12	34	
Number of SLOs by Cycle	(K-5)	31	71	171	83	44	195	117
	(6-9)	25	44	84	62	4	105	106
	(10-12)	17	38	49	39	0	47	96
Total	K-12	73	153	304	184	48	347	319

Scope–and–Sequence — Domains, Strands and Standards by Grade

This section provides a narrative holistic summary of the key aspects of the domains, strands, and standards for each grade.

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Kindergarten	<p>Text range</p> <ul style="list-style-type: none"> Nursery rhymes, songs, very short monologues with patterned language Simple phrases Teacher’s single-step instructions 	<p>Discussions and collaboration</p> <ul style="list-style-type: none"> Very simple statements with the verbs <i>be</i> and <i>have</i> / <i>stating feelings</i> Basic <i>leave expressions</i> / <i>needs</i> / <i>abilities</i> Learned expressions in mini-dialogues and formulaic exchanges Retelling stories using Arabic and some English Simple questions and answers <p>Presentation of knowledge</p> <ul style="list-style-type: none"> Recite songs rhymes and action games Share information using drawing and pictures 	<p>Text range</p> <ul style="list-style-type: none"> Rhymes, songs, captions, simple stories Pictures with captions <p>Foundational skills</p> <ul style="list-style-type: none"> High frequency sight words letter names and sounds All uppercase and lowercase of the alphabet and English orthography Short vowels, initial and final consonants <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and details Story elements e.g., character and setting <p>Connection of ideas</p> <ul style="list-style-type: none"> Compare and contrast Connection to life experience 	<p>Handwriting</p> <ul style="list-style-type: none"> Awareness of direction and pattern in English writing All uppercase and lowercase letters

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 1	<p>Text range</p> <ul style="list-style-type: none"> • Rhymes and songs, short monologues, short descriptions • Songs, rhymes and action games • Familiar words in a stream of speech • Teacher's <i>yes/no, either/or</i> and <i>wh-type</i> questions • Teacher's single-step instructions 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> • Simple questions and descriptions of people, things, places, situations • Present actions and events happening now • Likes and dislikes • Ability with <i>can</i> and <i>can't</i> • Simple requests with please and thank you • Formulaic greetings, exchanges • Personal information <p>Presentation of knowledge</p> <ul style="list-style-type: none"> • Recite songs and poems with clear pitch and tone • Share information using drawing and pictures • Retell a story • Work collaboratively to prepare a short report using visual displays 	<p>Text range</p> <ul style="list-style-type: none"> • Rhymes, songs, simple stories with patterned language • Signs, labels, notices • Single-step instructions <p>Foundational skills</p> <ul style="list-style-type: none"> • Book handling skills • Letter names and sounds • All uppercase and lower case of the alphabet and English orthography • Irregularly spelt high frequency sight words and sight words in common word families • Blending and segmenting • Phonetically regular words • CVC, CVr, V, VV, VCe • words with final -e and vowel digraphs <p>Comprehension skills</p> <ul style="list-style-type: none"> • Main ideas and details • Central message • Predictions <p>Structural organization</p> <p>Features of:</p> <ul style="list-style-type: none"> • Narrative and information text • Sequence cause and effect relationship <p>Connection of ideas</p> <ul style="list-style-type: none"> • Compare and contrast • Connection to life experience 	<p>Handwriting</p> <ul style="list-style-type: none"> • Control and direction • Spacing of letters, words and sentences • Simple logically connected sentences (4–6 words) • Simple notes to family and friends <p>Writing conventions</p> <ul style="list-style-type: none"> • Capitalization, periods and question marks • Words with common spelling patterns • Common irregularly spelt words <p>Research skills</p> <ul style="list-style-type: none"> • With prompting and support, conduct simple research to answer simple research questions on a topic of interest

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 2	<p>Text range</p> <ul style="list-style-type: none"> Rhymes, songs and short monologues of 1–6 familiar phrases Short dialogues of 1–3 exchange Instructions of two steps <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and key details Familiar words in a stream of speech Asking and answering questions <i>either/or</i> and <i>why-type</i> questions 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> Simple, single statements and questions with answers in long and short form Mini-dialogues of 1–3 formulaic exchanges Present actions and events happening now Habits and routines Personal information, likes and dislikes, possessions and ability Time, number, countable and uncountable nouns Invitations with <i>Let's ...</i> Requests with <i>Please, can I ...?</i> Offers with <i>Do you want ...?</i> <p>Presentation of knowledge</p> <ul style="list-style-type: none"> Recite songs and rhymes Share information using drawing and pictures 	<p>Text range</p> <ul style="list-style-type: none"> Simple stories, rhymes and songs with predictable texts Signs, labels, captions and lists Dual-step instructions Simple factual recounts <p>Foundational skills</p> <ul style="list-style-type: none"> Phonemes and phoneme-grapheme correspondences Syllable patterns High frequency sight words, common word families, multi-syllabic words with prefixes and suffixes Irregularly spelt high frequency sight words and sight words in common word families <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and details Retelling fables and folktales Central message Predictions <p>Structural organization</p> <p>Features of:</p> <ul style="list-style-type: none"> Narrative and information text Sequence cause and effect relationship <p>Connection of ideas</p> <ul style="list-style-type: none"> Compare and contrast Connection to life experience 	<p>Handwriting: direction and formation</p> <ul style="list-style-type: none"> Spacing of letters, words and sentences Familiarity with standard English keyboard <p>Writing genres</p> <ul style="list-style-type: none"> Simple logically connected paragraph (e.g., simple stories, recounts, descriptions and captions) Simple sentences (more than 4 words) Compound sentences using <i>and, but</i> <p>Writing conventions</p> <ul style="list-style-type: none"> Capitalization, periods, commas, question marks and exclamation marks. Apostrophe with contractions Words with common spelling patterns Common irregularly spelt words <p>Research skills</p> <ul style="list-style-type: none"> Conduct short research on a topic of interest Organize and present information choosing from a variety of formats Giving credit to the source

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 3	<p>Text range</p> <ul style="list-style-type: none"> Dialogues of 1–3 exchange Multi-step Instructions <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and simple factual detail in past, present, future descriptions; accounts and events Main ideas and some details in short conversations with suggestions, offers, requests, obligations, prohibitions Responding to directions and multi-step instructions Asking and answering questions 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> Present routines, habitual actions and frequency Present stative and dynamic verbs, temporary and habitual events with simple and continuous tenses Comparison of two things continuous and <i>going to</i> Events, stories and situations in simple past Asking for information Giving directions, describing location Introductions, personal information, likes and dislikes, ability Obligation with <i>must</i> and <i>have to</i>; prohibition with <i>mustn't</i> <p>Presentation of ideas</p> <ul style="list-style-type: none"> Collaboratively prepare a short oral report on a topic, tell a story or recount an experience 	<p>Text range</p> <ul style="list-style-type: none"> Stories and simple factual recounts Directions and instructions up to three steps Descriptive and information texts Every day signs and notices Fables and folktales from diverse cultures <p>Foundational skills</p> <ul style="list-style-type: none"> Decoding unknown words using knowledge of syllable patterns Common spelling patterns Complex word families Irregular contractions <p>Comprehension skills</p> <ul style="list-style-type: none"> Gist, characters, dialogue in stories and recounts Retelling known stories in sequence Simple, informal letters Main ideas and details Retelling fables and folktales Central message Predictions <p>Structural organization</p> <p>Features of:</p> <ul style="list-style-type: none"> Narrative and information text Sequence cause and effect relationship <p>Connection of ideas</p> <ul style="list-style-type: none"> Compare and contrast Connection to life experience 	<p>Handwriting: direction and formation</p> <ul style="list-style-type: none"> Spacing of letters, words and sentences Word processor with English script keyboard. <p>Writing genres</p> <ul style="list-style-type: none"> 2–3 sentences in past/present (simple/continuous) tenses and future time Narratives and descriptions Plans using going to (future time) Instructions of 2–3 steps with imperatives and sequence connectives Letters / postcards to friends: greeting, recounting, planning <p>Writing conventions</p> <ul style="list-style-type: none"> Capitalization, periods, commas, question marks and exclamation marks. Apostrophe with contractions and singular possessives. Words with common spelling patterns Knowledge of spelling word families and multi-syllable words <p>Research skills</p> <ul style="list-style-type: none"> Conduct short research on a topic of interest Organize and present information choosing from a variety of formats Giving credit to the source

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 4	<p>Text range</p> <ul style="list-style-type: none"> Dialogues of 5 exchanges Four or more sequential steps Recounts, commentaries and descriptions <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and simple factual details Summarizing main points Responding to directions and multi-step instructions Asking and answering questions 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> Personal information including interests, wants, needs, likes, dislikes, ability and obligation Past events, habits and future plans Asking for and giving advice Giving and explaining instructions Asking and answering questions <p>Presentation of ideas</p> <ul style="list-style-type: none"> Report on a topic or text, tell a story, or recount an experience Use technology to enhance thoughts and ideas 	<p>Text range</p> <ul style="list-style-type: none"> Short narrative; simple factual recounts; information texts, simple lists and notes, recipes, directions <p>Foundational skills</p> <ul style="list-style-type: none"> Decoding unknown words using knowledge of syllable patterns Common spelling patterns Complex word families Irregular contractions <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and details Making inferences Retelling main events in stories and folktales Describing characters and settings in a story Responding to informal letters, postcards and emails <p>Structural organization</p> <p>Features of:</p> <ul style="list-style-type: none"> Narrative and information text Personal recounts Short factual recounts Sequence, cause and effect relationship <p>Connection of ideas</p> <ul style="list-style-type: none"> Compare and contrast Gathering information from two resources Connection to life experience 	<p>Handwriting:</p> <ul style="list-style-type: none"> Producing cursive script <p>Writing genres</p> <ul style="list-style-type: none"> Connected texts of four or more complete, simple sentences in the past, present (simple and continuous) and future tenses Descriptions of events or characters Recounts of short narratives Simple instructions, lists, messages, notes and captions Personal letters, postcards and emails <p>Writing conventions</p> <ul style="list-style-type: none"> Capitalization, periods, question marks and exclamation marks. Commas before coordinating conjunctions Apostrophe with contractions and singular possessives Words with common spelling patterns Knowledge of spelling word families and multi-syllable words <p>Research skills</p> <ul style="list-style-type: none"> Identify a specific problem Summarize and organize the information Giving credit to the source Create engaging presentations

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 5	<p>Text range</p> <ul style="list-style-type: none"> Dialogues of 6 exchanges Four or more sequential steps Information accounts Personal recounts Commentaries and descriptions <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and simple factual details Summarizing main points Responding to directions and multi-step instructions Asking and answering questions 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> Past experiences Compare and contrast Past events, habits and future plans Giving and explaining instructions Asking and answering questions <p>Presentation of ideas</p> <ul style="list-style-type: none"> Report on a topic or tell a story, describe observation Use technology to enhance thoughts and ideas 	<p>Text range</p> <ul style="list-style-type: none"> Short narratives; simple factual recounts; information texts, simple lists and notes, recipes, directions <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and details Making inferences Retelling main events in stories and folktales Describing characters and settings in a story Making predictions Expressing views and opinions <p>Structural organization Features of:</p> <ul style="list-style-type: none"> Narrative and information text Personal recounts Short factual recounts Sequence, cause and effect relationship <p>Connection of ideas</p> <ul style="list-style-type: none"> Compare and contrast Gathering information from several resources Connection to life experience 	<p>Writing genres</p> <ul style="list-style-type: none"> Short connected texts of six or more simple/compound sentences to describe and sequence key incidents from stories and recounts recount personal experience or familiar events Simple non-chronological reports to present information Simple instructions lists, messages and captions <p>Writing conventions</p> <ul style="list-style-type: none"> Rules of capitalization, periods, question marks and exclamation marks Commas before coordinating conjunctions Apostrophe with contractions and singular possessives Words with common spelling patterns Knowledge of spelling word families and multi-syllable words <p>Research skills</p> <ul style="list-style-type: none"> Identify a specific problem Summarize and organize the information Giving credit to the source Create engaging presentations

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 6	<p>Text range</p> <ul style="list-style-type: none"> • Monologues and dialogues of up to 8 exchanges; short extracts of authentic material from broadcasts, TV • Conversations about plans, intentions, predictions, and expressing degrees of certainty using a wide range of functions • Descriptions of people and places <p>Comprehension skills</p> <ul style="list-style-type: none"> • Main ideas and simple factual details • Summarizing main points • Responding to directions and multi-step instructions • Asking and answering questions 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> • Provide and ask for personal information • Make and respond to suggestions • Future plans, intentions, predictions, possibilities; degrees of certainty • Similarities and differences, comparing and contrasting • General likes and dislikes • Expressing opinions; agreeing and disagreeing • Confirmation and asking for clarifications using question tags • Describe people, objects and events <p>Presentation of ideas</p> <ul style="list-style-type: none"> • Present claims and findings • Use technology to enhance thoughts and ideas 	<p>Text range</p> <ul style="list-style-type: none"> • Narratives; information texts; descriptions of future events; instructions and directions; graphic texts; explanations; screen-based texts; straightforward poems <p>Comprehension skills</p> <ul style="list-style-type: none"> • Main ideas and details • Making inferences • Retelling main events in stories and folktales • Describing characters and settings in a story • Purpose of the text • Compare and contrast • Making predictions • Expressing views and opinions <p>Structural organization</p> <p>Features of:</p> <ul style="list-style-type: none"> • Narrative and information text • Explanatory text • Short factual recounts • Sequence, cause and effect relationship <p>Connection of ideas</p> <ul style="list-style-type: none"> • Compare and contrast • Gathering information from several resources • Connection to life experience 	<p>Writing genres</p> <ul style="list-style-type: none"> • Connected texts of six or more simple and complex sentences • Short factual recounts with descriptions of settings • Multi-step instructions • Explanations of familiar processes • Informal letters / emails, with embedded recounts and invitations <p>Writing conventions</p> <ul style="list-style-type: none"> • Rules of capitalization, periods, question marks and exclamation marks • Commas before coordinating conjunctions • Apostrophe with contractions and singular possessives • Colons to introduce a list • Words with common spelling patterns • Knowledge of spelling word families and multi-syllable words <p>Research skills</p> <ul style="list-style-type: none"> • Identify a specific problem • Summarize and organize the information • Giving credit to the source • Create engaging presentations

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 7	<p>Text range</p> <ul style="list-style-type: none"> • Monologues, and dialogues of up to 8 exchanges; authentic listening material from broadcasts, TV within predictable contexts • Description of people and places • Short lectures and presentations • Simple technical instructions <p>Comprehension skills</p> <ul style="list-style-type: none"> • Main ideas and simple factual details • Summarizing main points • Evaluating resources • Taking notes • Making inferences • Responding to directions and multi-step instructions • Asking and answering questions 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> • Recounts of past events and situations • Events, plans and predictions for the future • Confirming, assuring, checking with question tags • Assumptions with <i>must be/can't be</i> with <i>might be/may be/could be</i> • Giving advice • Expressing opinions; agreeing and disagreeing <p>Presentation of ideas</p> <ul style="list-style-type: none"> • Present claims and findings using precise language • Use technology to enhance thoughts and ideas 	<p>Text range</p> <ul style="list-style-type: none"> • Autobiographical and other recounts; notes and summaries; e.g.; bulletins and reports; brochures, advertisements and publicity; non-chronological information texts; screen based texts; short formal letters and email texts setting out plans, intentions, requests and information <p>Comprehension skills</p> <ul style="list-style-type: none"> • Main ideas and details • Making inferences • Retelling main events in stories and folktales • Summarizing • Describing characters and settings in a story • Purpose of the text • Compare and contrast • Making predictions • Solving problems <p>Structural organization</p> <p>Features of:</p> <ul style="list-style-type: none"> • Narrative and information text • Explanatory text • Short factual recounts • Compare and contrast • Sequence • Cause and effect relationship <p>Connection of ideas</p> <ul style="list-style-type: none"> • Compare and contrast • Gathering information from several resources • Connection to life experience 	<p>Writing genres</p> <ul style="list-style-type: none"> • Six or more simple and complex sentences, in at least two paragraphs • Autobiographical narratives • Simple evaluations of tv programs, films, stories • Descriptions of transactions between two people • Reports on events in the style of a newspaper • Non-chronological texts to describe or explain • Posters, leaflets, advertisements to publicise and persuade • Formal letters requesting or responding to information <p>Writing conventions</p> <ul style="list-style-type: none"> • Rules of capitalization, periods, question marks and exclamation marks • Commas before coordinating conjunctions • Apostrophe with contractions and singular possessives • Colons to introduce a list • Words with common spelling patterns • Knowledge of spelling word families and multi-syllable words <p>Research skills</p> <ul style="list-style-type: none"> • Formulate research questions • Generate, produce, and publish writing products taking advantage of technology tools • Cite sources following a standard format • Create engaging presentations

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 8	<p>Text range</p> <ul style="list-style-type: none"> • Monologues, and dialogues of 8 or more exchanges; broadcasts, film, telephone, live; unseen contexts <p>Comprehension skills</p> <ul style="list-style-type: none"> • Main ideas and simple factual details • Summarizing main points • Summarizing points of agreement and disagreement • Evaluating resources • Taking notes • Eliciting evidence • Making inferences • Responding to directions and multi-step instructions • Asking and answering questions 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> • Expressing: opinions, agreement and disagreement, preferences, obligation, advice, and prohibition • More formal introductions, greetings, inviting, offering, thanking • Assumptions, deductions, guesses • Unfinished actions, past actions and future plans • Real future and more hypothetical future with 1st and 2nd conditionals • Telephone greetings, information, messages • Different ways of giving advice with a range of modals • Exclamations to express feelings and respond to events <p>Presentation of ideas</p> <ul style="list-style-type: none"> • Present claims and findings using precise language • Deliver research presentations • Use technology to enhance thoughts and ideas 	<p>Text range</p> <ul style="list-style-type: none"> • Narratives; multi-step directions; explanations drawn from topics in other subjects; publicity information; plans, options and possibilities; notes and summaries <p>Comprehension skills</p> <ul style="list-style-type: none"> • Main ideas and details • Making inferences • Retelling main events in stories and folktales • Summarizing • Describing characters and settings in a story • Purpose of the text • Compare and contrast • Making predictions • Solving problems • Evaluating an argument <p>Structural organization</p> <p>Features of:</p> <ul style="list-style-type: none"> • Narrative and information text • Explanatory text • Short factual recounts • Compare and contrast • Sequence • Cause and effect relationship <p>Connection of ideas</p> <ul style="list-style-type: none"> • Compare and contrast • Gathering information from several resources • Connection to life experience 	<p>Writing genres</p> <ul style="list-style-type: none"> • 10 or more connected sentences with at least two paragraphs, complex sentences and connectives for cohesion • Imagined situations with 1st and 2nd conditionals, clauses ordered for emphasis generalization with indefinite pronouns • Instructions, directions, procedures, appropriately organized • Explanations linked to experience or other subjects <p>Writing conventions</p> <ul style="list-style-type: none"> • Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses <p>Research skills</p> <ul style="list-style-type: none"> • Formulate research questions • Generate, produce, and publish writing products taking advantage of technology tools • Cite sources following a standard format • Create engaging presentations

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 9	<p>Text range</p> <ul style="list-style-type: none"> • Monologues and dialogues of up to 10 exchanges; extracts from broadcasts, film, telephone, presentations; unseen contexts, general and abstract topics • Debates and discussions on issues, abstract topics • Persuasive presentations • Announcements, reports; reminders • Conversations: suggestions, advice, warning, concession absence of obligation, obligation, prohibition; expressing regrets, making assumptions and predictions • Telephone messages, information, requests <p>Comprehension skills</p> <ul style="list-style-type: none"> • Main ideas and simple factual details • Summarizing main points • Summarizing points of agreement and disagreement • Evaluating resources • Taking notes • Eliciting evidence • Discerning speakers' moods, relationships, and intentions • Making inferences • Responding to directions and multi-step instructions • Asking probing questions 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> • Presentations: explanation of a process, topic of interest, project, opinion, persuasive argument • Summaries of main points from texts; character evaluations • Past, unfinished past, present and future time with a range of tenses • Reported conversations, including statements, commands, questions • Making assumptions and predictions • Extending functions: concession / absence of obligation <i>don't have to ... , needn't</i>; polite, formal requests, instructions, announcements <p>Presentation of ideas</p> <ul style="list-style-type: none"> • Present claims and findings using precise language • Deliver research presentations • Use technology to enhance thoughts and ideas 	<p>Text range</p> <ul style="list-style-type: none"> • Narratives; information and persuasive texts; notes and summaries, multi-step directions ; ICT-based texts: Internet, CD-ROMs; newspaper and magazine articles / reports, emails for a variety of formal and informal purposes <p>Comprehension skills</p> <ul style="list-style-type: none"> • Main ideas and details • Making inferences • Retelling main events in stories and folktales • Summarizing • Describing characters and settings in a story • Purpose of the text • Compare and contrast • Making predictions • Solving problems • Evaluating an argument <p>Structural organization</p> <p>Features of:</p> <ul style="list-style-type: none"> • Narrative and information text • Explanatory text • Short factual recounts • Compare and contrast • Sequence • Cause and effect relationship <p>Connection of ideas</p> <ul style="list-style-type: none"> • Compare and contrast • Gathering information from several resources • Connection to life experience 	<p>Writing genres</p> <ul style="list-style-type: none"> • Texts of 15 connected sentences with at least 3 paragraphs including • narratives: coherent story plan, connected sentences, paragraphs with characters, clear plot, sequence, and conclusion • Persuasive text: arguing against or for a particular point of view • Expository compositions <p>Writing conventions</p> <ul style="list-style-type: none"> • Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses <p>Research skills</p> <ul style="list-style-type: none"> • Formulate research questions • Generate, produce, and publish writing products taking advantage of technology tools • Cite sources following a standard format • Create engaging presentations

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 10	<p>Text range</p> <ul style="list-style-type: none"> Up to 10 exchanges with 2–3 main ideas; recounts, narratives, anecdotes broadcasts, documentaries, telephone; lectures, short presentations, movies ; unseen contexts <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and simple factual details Summarizing main points Summarizing points of agreement and disagreement Evaluating resources Taking notes Eliciting evidence Discerning speakers' moods, relationships, and intentions Making inferences Asking probing questions 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> Presentation of a point of view to persuade; summaries and evaluations of persuasive texts Discussions on topics that inform Explanations and descriptions of multi-step processes Recounts, narratives, descriptions in the past Addressing an audience: instructions, requests, announcements Future actions and predictions, with <i>will</i> future and future continuous Finished actions in the future with future perfect and future perfect continuous Possible and hypothetical present and future with 1st and 2nd conditionals Hypothetical past, past <i>regrets</i> with past modals and <i>wish</i> + past perfect Reported speech Critiquing and reviewing, opinion, speculating, evaluating, making deductions, obligation and absence of obligation <p>Presentation of ideas</p> <ul style="list-style-type: none"> Present claims and findings using precise language Present a description of a process Deliver research presentations Use technology to enhance thoughts and ideas 	<p>Text range</p> <ul style="list-style-type: none"> Narratives; information; persuasion; discussion, debate and argument; notes and summaries; letters and emails; ICT-based texts: Internet, CD-ROMs <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and details Making inferences Retelling main events in stories Summarizing Describing characters and settings in a story Purpose of the text Compare and contrast Making predictions Solving problems Evaluating an argument <p>Structural organization</p> <p>Features of:</p> <ul style="list-style-type: none"> Narrative and information text Explanatory text Persuasive and argumentative text Development of ideas Time manipulation, pacing and flashback <p>Connection of ideas</p> <ul style="list-style-type: none"> Compare and contrast Gathering information from several resources Connection to life experience 	<p>Writing genres</p> <ul style="list-style-type: none"> At least 10 connected sentences in three paragraphs Reports: form, formatting, and graphics Narratives: coherent plan, narrative techniques, and an effective conclusion Information: clear plan, organization, and conclusion; use of ict to organize and present Persuasion: for a range of purposes, stating clear position and supporting with arguments and conclusion; use of ICT to organize and present <p>Writing conventions</p> <ul style="list-style-type: none"> Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses <p>Research skills</p> <ul style="list-style-type: none"> Formulate research questions Generate, produce, and publish writing products taking advantage of technology tools Cite sources following a standard format Create engaging presentations

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 11	<p>Text range</p> <ul style="list-style-type: none"> Up to 12 exchanges with 3–4 main ideas; a range of recorded media; unseen, abstract, technical and creative topics, recounts, narratives, anecdotes broadcasts, documentaries, telephone; lectures of about 10 minutes, formal discussions of about 10 minutes, short presentations, movies ; unseen contexts <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and simple factual details Summarizing main points Summarizing points of agreement and disagreement Evaluating resources Taking notes Eliciting evidence Discerning speakers' moods, relationships, and intentions Making inferences Asking probing questions Critiquing and evaluating coherence and logic of a speech 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> Persuasive presentations: summaries and evaluations of persuasive texts Evaluation of narrative: plot, setting, characters in books and films Descriptions, explanations of multi-step processes Recounts, narratives, descriptions in the past Hypothetical past with 3rd conditional, past modals, <i>wish</i> + past perfect Possible scenarios in the past, present and future, based on supposition Reported speech, both summarized and quoted Continuing and finished future action: future continuous, future perfect <p>Presentation of ideas</p> <ul style="list-style-type: none"> Present claims and findings using precise language Present a description of a process Deliver research presentations Use technology to enhance thoughts and ideas 	<p>Text range</p> <ul style="list-style-type: none"> Narratives; information; persuasion; discussion, debate and argument; notes and summaries; letters and emails; ICT-based texts: Internet, CD-ROMs <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and details Making inferences Retelling main events in stories Summarizing Describing characters and settings in a story Analyzing interactions between characters Purpose of the text Compare and contrast Making predictions Solving problems Evaluating an argument Evaluating resources <p>Structural organization</p> <p>Features of:</p> <ul style="list-style-type: none"> Narrative and information text Explanatory text Persuasive and argumentative text Development of ideas Time manipulation, pacing and flashback <p>Connection of ideas</p> <ul style="list-style-type: none"> Compare and contrast Gathering information from several resources Connection to life experience 	<p>Writing genres</p> <ul style="list-style-type: none"> Texts of at least 15 connected sentences in four paragraphs with varied sentence structure, language choice and connectives Narratives: techniques, coherence Information: introducing the topic, organization Persuasion: arguing for or against a particular point of view, producing claims and evidence, arguments in favor and encounter arguments Letters / emails: read / respond, relate formality to purpose and audience <p>Writing conventions</p> <ul style="list-style-type: none"> Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses <p>Research skills</p> <ul style="list-style-type: none"> Formulate research questions Use advanced features of search engines Generate, produce, and publish writing products taking advantage of technology tools Cite sources following a standard format Create engaging presentations

Grade / Domain	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Grade 12	<p>Text range</p> <ul style="list-style-type: none"> Up to 15 exchanges; 5–6 main ideas: a range of recorded media, debates, creative genres, anecdotes, movies announcements, telephone, lectures of about 15 minutes <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and simple factual details Summarizing main points Summarizing points of agreement and disagreement Evaluating resources Taking notes Eliciting evidence Discerning speakers' moods, relationships, and intentions Making inferences Asking probing questions Critiquing and evaluating coherence and logic of a speech 	<p>Discussions and Collaboration</p> <ul style="list-style-type: none"> Persuasive presentations: summaries and evaluations of persuasive texts Evaluation of narrative: plot, setting, characters in books and films Descriptions, explanations of multi-step processes Recounts, narratives, descriptions in the past Hypothetical past with 3rd conditional, past modals, <i>wish</i> + past perfect Possible scenarios in the past, present and future, based on supposition Reported speech, both summarized and quoted Continuing and finished future action: future continuous, future perfect <p>Presentation of ideas</p> <ul style="list-style-type: none"> Present claims and findings using precise language Present a description of a process Deliver research presentations Use technology to enhance thoughts and ideas 	<p>Text range</p> <ul style="list-style-type: none"> Narratives; information; persuasion; discussion, debate and argument; notes and summaries; letters and emails; ICT-based texts: Internet, CD-ROMs <p>Comprehension skills</p> <ul style="list-style-type: none"> Main ideas and details Making inferences Retelling main events in stories Summarizing Describing characters and settings in a story Analyzing interactions between characters Purpose of the text Compare and contrast Making predictions Solving problems Evaluating an argument Evaluating resources <p>Structural organization</p> <p>Features of:</p> <ul style="list-style-type: none"> Narrative and information text Explanatory text Persuasive and argumentative text Development of ideas Time manipulation, pacing and flashback <p>Connection of ideas</p> <ul style="list-style-type: none"> Compare and contrast Gathering information from several resources Connection to life experience 	<p>Writing genres</p> <ul style="list-style-type: none"> Texts of at least 15 connected sentences in four paragraphs with varied sentence structure, language choice and connectives Narratives: techniques, coherence Information: introducing the topic, organization Persuasion: arguing for or against a particular point of view, producing claims and evidence, arguments in favor and encounter arguments Letters / emails: read / respond, relate formality to purpose and audience <p>Writing conventions</p> <ul style="list-style-type: none"> Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses <p>Research skills</p> <ul style="list-style-type: none"> Formulate research questions Use advanced features of search engines Generate, produce, and publish writing products taking advantage of technology tools Cite sources following a standard format Create engaging presentations

Standards and Student Learning Outcomes by Grade

Kindergarten 1

Domain	Strand	Standards	Student Learning Outcomes	Level
(K1.1) Listening & Speaking	(K1.1.1) Discussions And Collaboration	(K1.1.1.1) Understand the nature of academic communication through their instruction in Arabic and English	(K1.1.1.1.1) Participate in simple nursery rhymes	1
			(K1.1.1.1.2) Listen attentively to others during conversations	2
			(K1.1.1.1.3) Participate in instructional activities led by the teacher	1
			(K1.1.1.1.4) Engage with others in social interactions using terms like "hello", asking and answering very simple questions, and stating feelings in Arabic and English	2
(K1.2) Reading	(K1.2.1) Print Concepts	(K1.2.1.1) Develop and build knowledge of foundational reading skills	(K1.2.1.1.1) Distinguish between letters of the alphabet, numbers and words written in Arabic and in English script	2
			(K1.2.1.1.2) Understand that print moves from left to right across the page and from top to bottom	2
	(K1.2.2) Phonological Awareness	(K1.2.2.1) Demonstrate understanding of components of spoken words, syllables, and phonemes in Arabic as a foundation for initial exposure to English	(K1.2.2.1.1) Count and clap the syllables and sounds in his or her own name and words spoken orally in English	2

Kindergarten 2

Domain	Strand	Standards	Student Learning Outcomes	Level	
(K2.1) Listening	(K2.1.1) Comprehension Skills	(K2.1.1.1) Listen to and understand clear, slow, repeated speech, songs, and rhymes with simple repetitive language	(K2.1.1.1.1) Understand and follow one-step oral directions	2	
			(K2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action	2	
			(K2.1.1.1.3) Ask and answer questions about main idea and key details in a text read aloud, or information presented orally or through other media	2	
			(K2.1.1.1.4) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration	2	
(K2.1) Speaking	(K2.2.1) Discussions And Collaboration	(K2.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(K2.2.1.1.1) Participate in songs and rhymes using simple repetitive language	1	
			(K2.2.1.1.2) Engage in making introductions and use basic leave taking expressions	1	
			(K2.2.1.1.3) Talk about likes and dislikes using simple words	2	
			(K2.2.1.1.4) Talk about needs, abilities, and wants using simple words	2	
			(K2.2.1.1.5) Participate in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g., yes/no)	2	
			(K2.2.1.1.6) Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks	2	
	(K2.2.2) Presentation of Knowledge	(K2.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(K2.2.2.1.1) Recite songs, rhymes and action games using simple repetitive language with in-built or external repetition	1	
			(K2.2.2.1.2) Add, give, and follow single-step directions	1	
	(K2.1) Reading	(K2.3.1) Print Concepts	(K2.3.1.1) Develop and build knowledge of foundational reading skills	(K2.3.1.1.1) Track print in English from left to right, top to bottom and page-by-page	2
				(K2.3.1.1.2) Recognize that written words are made up of sequences of letters, and that words are combined to form sentences	2
(K2.3.1.1.3) Identify and name all uppercase of the alphabet, learn and apply knowledge of alphabetical order; identify and name numbers from 1 to 5				2	
(K2.3.2) Phonological Awareness		(K2.3.2.1) Demonstrate understanding of spoken English words, syllables, and phonemes	(K2.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant	2	
			(K2.3.2.1.2) Distinguish between letter names and letter sounds (phonemes)	2	
			(K2.3.2.1.3) Demonstrate knowledge of short vowels, initial and final consonants, vowel sound /u/ (oo), Y as a vowel (penny, cry)	2	
			(K2.3.2.1.4) Identify and create a series of rhyming words in response to an oral prompt	2	
			(K2.3.2.1.5) Blend and segment words into syllables	2	
			(K2.3.2.1.6) Blend the initial sound and the rime to make words	2	

Kindergarten 2 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(K2.1) Reading	(K2.3.3) Phonics	(K2.3.3.1) Decode and read words by applying phonics and word analysis skills	(K2.3.3.1.1) Blend sounds in CVC patterns to make words	2
			(K2.3.3.1.2) Recognize short vowel sounds	1
			(K2.3.3.1.3) Read common high frequency sight words	1
	(K2.3.4) Fluency	(K2.3.4.1) Read with accuracy and fluency	(K2.3.4.1.1) Read level appropriate text (e.g., emergent readers) with appropriate pace	1
			(K2.3.4.1.2) Read their own name and some names of other students from lists, or on books	1
	(K2.3.5) Comprehension Skills	(K2.3.5.1) Read, understand and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills. (Using Arabic as necessary to aid expression and understanding, but referring to the text)	(K2.3.5.1.1) Participate in group reading activities led by the teacher	1
			(K2.3.5.1.2) Read and respond to information in classroom labels, signs, lists, and captions written in familiar words and simple phrases	1
			(K2.3.5.1.3) With help and support, answer questions about main ideas and key details using visual clues	2
			(K2.3.5.1.4) Identify the main elements of a story (e.g., characters, setting, and events)	3
	(K2.3.6) Structural Organization	(K2.3.6.1) Develop understanding of text using knowledge of text features and structure	(K2.3.6.1.1) Distinguish between stories and rhymes	2
			(K2.3.6.1.2) With prompting and support, use pictures and context to make and modify predictions about story content	2
	(K2.3.7) Connection of Ideas	(K2.3.7.1) Build understanding of text by making connections between ideas	(K2.3.7.1.1) Compare and contrast the adventures and experiences of characters in stories	3
			(K2.3.7.1.2) Connect the information and events in a text or a story to life experiences	3
	(K2.3.8) Vocabulary & Lexis	(K2.3.8.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading, and writing using various strategies and sources	(K2.3.8.1.1) Build an increasing number of high frequency words and phrases through listening, reading, or being read to; understand them when used by others, and produce these words themselves	2
(K2.3.8.2) Use various strategies to determine meanings of words				
(K2.3.8.2.1) Categorize pictures of objects (e.g., shapes, numbers, colors)			2	
			(K2.3.8.2.2) Ask and answer questions to clarify the meanings of words	2
(K2.1) Writing	(K2.4.1) Handwriting	(K2.4.1.1) Develop handwriting skills	(K2.4.1.1.1) Write by moving from left to right and from top to bottom	2
			(K2.4.1.1.2) Write all uppercase and lowercase letters of the alphabet correctly	2
	(K2.4.2) Research Skills	(K2.4.2.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(K2.4.2.1.1) With prompting and support, identify relevant sources of information on a topic (e.g., pictures and illustrations)	1

Grade 1

Domain	Strand	Standards	Student Learning Outcomes	Level
(G1.1) Listening	(G1.1.1) Comprehension Skills	(G1.1.1.1) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning	(G1.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place, or action	1
			(G1.1.1.1.1) Ask and answer questions about main idea and key details in a text read aloud, or information presented orally or through other media	2
			(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration	2
			(G1.1.1.1.4) Ask and answer simple questions about what a speaker says to clarify something that is not understood	3
(G1.2) Speaking	(G1.2.1) Discussions And Collaboration	(G1.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of understanding and developing a range of high frequency vocabulary and language base	(G1.2.1.1.1) Participate in songs and rhymes using simple repetitive language	1
			(G1.2.1.1.2) Engage in making introductions (e.g., introduce oneself, greet, and say goodbye); use basic leave taking and simple request expressions (e.g., Give me the book, please)	2
			(G1.2.1.1.3) Describe people, things, locations, and actions using simple present tense	3
			(G1.2.1.1.4) Talk about likes and dislikes using the simple present tense, in positive and negative statements	3
			(G1.2.1.1.5) Talk about needs, abilities, and wants using the simple present tense, in positive and negative statements	3
			(G1.2.1.1.6) Talk and respond to questions about actions happening now using the present continuous tense	3
			(G1.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g., yes/no, either/ or, and simple wh-type questions)	3
			(G1.2.1.1.8) Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks	2
			(G1.2.1.1.9) Ask simple questions about what a speaker says in order to gather additional information or clarify something that is not understood	3
	(G1.2.2) Presentation of Knowledge	(G1.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations		(G1.2.2.1.1) Recite songs, rhymes and action games using simple repetitive language with in-built or external repetition
(G1.2.2.1.2) Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings				1
(G1.2.2.1.3) Add, give, and follow single-step directions				1

Grade 1 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G1.3) Reading	(G1.3.1) Print Concepts	(G1.3.1.1) Develop and build knowledge of foundational reading skills	(G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations; and tracking print in English from left to right, top to bottom and page by page	1
			(G1.3.1.1.2) Identify spaces between words; recognize that words are combined to form sentences; recognize the components of a sentence (e.g., capitalization, first word, ending)	1
			(G1.3.1.1.3) Identify and name all uppercase and lowercase letters of the alphabet, learn and apply knowledge of alphabetical order; identify and name numbers from 1 to 10	2
	(G1.3.2) Phonological Awareness	(G1.3.2.1) Demonstrate understanding of spoken English words, syllables, and phonemes	(G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant	2
			(G1.3.2.1.2) Know the spelling sound for common consonant digraphs	1
			(G1.3.2.1.3) Distinguish between letter names and letter sounds (phonemes), using the letter names to spell words and the phonemes to read and spell words	2
			(G1.3.2.1.4) Consolidate short vowels, initial and final consonants, vowel Sound /u/ (oo), Y as a Vowel (penny, cry), from KG	1
			(G1.3.2.1.5) Identify and sound the phoneme grapheme correspondences: <ul style="list-style-type: none"> • medial consonants • consonant digraphs e.g., sh, wh, th, ch • consonant combinations e.g., ss, ll, ff, st, mp • consonant clusters e.g., st, sp, sn, sk, sw,sl • three letter clusters (e.g., spring) • long vowel sounds • vowel r sound • vowel digraphs (e.g., boat, rain, sea) 	2
			(G1.3.2.1.6) Identify and create a series of rhyming words in response to an oral prompt	3
			(G1.3.2.1.7) Blend sounds (phonemes) and consonant blends to produce single and multi-syllable words. (e.g., cat, hat, sat, fat, letter, water etc.); segment words into syllables; segment words into their components to spell them	2
(G1.3.2.1.8) Add, delete, or substitute target sounds in one syllable words to change words or create new words (e.g., change cow to how)	3			

Grade 1 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G1.3) Reading	(G1.3.3) Phonics	(G1.3.3.1) Decode and read words by applying phonics and word analysis skills	(G1.3.3.1.1) Use knowledge of spelling-sound associations, e.g.; single consonants, hard sounds e.g., c as /k, g and as /g/, and soft sounds e.g., c as /s/ and g as /j/, short and long vowels, consonant blends (e.g. bl, cr), and digraphs (e.g., ph, sh, ch) vowel teams e.g., ai (as in rain), ay (day), ea (teach), ea (bread), ea (break), ee(free), ei (eight), ey (key), ie (piece), oa (road), oo (book), oo (room), ow (slow), and ue(true), and r-controlled vowels (e.g; her) to decode phonetically regular words	2
			(G1.3.3.1.2) Decode and read one syllable words (e.g., CVC cat, CVr car, V tea, VV boil, VCe bake); decode and read words with final -e (e.g., rose) and vowel digraphs (e.g., moon, boat)	2
			(G1.3.3.1.3) Read irregularly spelt high frequency sight words, words in common word families (e.g., late, gate/bat, hat), root words and affixes such as plurals, verb tense e.g., -ed, -s, -ing, compound words (e.g., cupboard) and contractions (e.g., isn't and aren't) in isolation, in phrases, and in simple sentences that are augmented with illustrations	2
	(G1.3.4) Fluency	(G1.3.4.1) Read with accuracy and fluency	(G1.3.4.1.1) Read grade-appropriate texts(e.g., emergent readers) accurately and smoothly with varied volume, expression, and appropriate phrasing and pace	2
	(G1.3.5) Comprehension Skills	(G1.3.5.1) Read, understand and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills. (Using Arabic as necessary to aid expression and understanding, but referring to the text)	(G1.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognize common types of text (e.g., storybooks, poems, informational text, etc.)	2
			(G1.3.5.1.2) Follow, recognize, and respond to simple instructions(e.g., read and do) written with familiar words to perform simple actions(e.g., color, write a, draw a ...,)	2
			(G1.3.5.1.3) Read and respond to information in classroom labels, post cards, signs, lists, and captions written in familiar words and simple phrases	2
			(G1.3.5.1.4) With guidance and support, ask and answer simple questions about main ideas and key details in simple emergent readers such as big books or other enlarged text using visual clues	3
			(G1.3.5.1.5) With guidance and support, retell main ideas, facts, and key details in a text; retell stories, including fables and folktales from diverse cultures (using Arabic as necessary); understand their central message, lesson or moral	3
			(G1.3.5.1.6) Join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader; use visual clues to identify the role of the author and illustrator; describe characters, settings and major events of a story, and make and conform predictions about what will happen next	2

Grade 1 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G1.3) Reading	(G1.3.6) Structural Organization	(G1.3.6.1) Develop understanding of text using knowledge of text features and structure	(G1.3.6.1.1) Recognize and identify the basic features of narrative text genres (e.g., stories and fairy tale), and information text; use various text features (e.g., illustrations) to locate key facts in a text	2
			(G1.3.6.1.2) With help and guidance, read emergent readers to identify who is telling the story at various points in a text; identify the elements of plot, setting, and characters in a story, as well as the story's beginning, middle, and ending. (e.g., through answering simple questions)	2
			(G1.3.6.1.3) With help and guidance, read simple emergent readers to identify the organizational features of a text (e.g., sequence, cause and effect relationship)	2
			(G1.3.6.1.4) With prompting and support, use pictures and context to make and modify predictions about story content	3
	(G1.3.7) Connection of Ideas	(G1.3.7.1) Build understanding of text by making connections between ideas	(G1.3.7.1.1) Join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader to compare and contrast the adventures and experiences of characters in stories	3
			(G1.3.7.1.2) With prompting and support, read with the teacher to identify the reasons the author gives to support points in a text	3
			(G1.3.7.1.3) With prompting and support, identify and compare basic similarities between two texts on the same topic	3
			(G1.3.7.1.4) Connect the information and events in a text or a story to life experiences. (e.g., answer simple questions about the moral of a story)	3
	(G1.3.8) Vocabulary & Lexis	(G1.3.8.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading, and writing using various strategies and sources	(G1.3.8.1.1) Build an increasing number of high frequency words and phrases through listening, reading, or being read to; understand them when used by others, and produce these words themselves	2
			(G1.3.8.2) Use various strategies to determine meanings of words	
			(G1.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words	2
			(G1.3.8.2.2) Categorize words into common categories such as color, objects, time, sizes, distances, action words, and synonyms and antonyms	2
			(G1.3.8.2.3) Use frequently occurring affixes (e.g., plural s, un_, re_) and roots and their inflectional forms (go, goes, going, etc.) to determine the meanings of unknown words	2
		(G1.3.8.2.4) Ask and answer questions to clarify the meanings of words and phrases	2	

Grade 1 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G1.4) Writing	(G1.4.1) Handwriting	(G1.4.1.1) Develop handwriting skills	(G1.4.1.1.1) Write by moving from left to right and from top to bottom	1
			(G1.4.1.1.2) Write all uppercase and lowercase letters of the alphabet independently and legibly attending to the form and proper spacing of the letters	2
			(G1.4.1.1.3) Write legibly progressing from left to right; space letters, words, and sentences appropriately	2
	(G1.4.2) Writing Genres	(G1.4.2.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts and speaking activities as models; use technology to publish writing	(G1.4.2.1.1) With prompting and support, compose simple logically connected sentences from known words to make a proposal to a particular audience (e.g. create simple picture/caption text about themselves and their interests)	3
			(G1.4.2.1.2) Write simple notes to friends, family, or his or her teacher with reasonable accuracy	3
	(G1.4.3) Grammar & Usage	(G1.4.3.1) Demonstrate command of English grammar and usage	(G1.4.3.1.1) Use grade-appropriate language structures e.g., <ul style="list-style-type: none"> • common and proper nouns, • common uncountable nouns, • Verb to be+adjective, verb to be+noun, verb to be (question or negative), • subject pronouns, • possessive adjectives, • adjective order, • singular and plural nouns, • demonstratives: This/that, • numerals, • pronouns, possessive pronouns, • verbs (simple present tense, present continuous tense: statements, questions and word order, and short answers), • imperatives, • adjectives, • prepositions of time and place e.g., in, on, at, • definite and indefinite articles, • There is and There are, • can, can't, • yes/no questions, • wh-questions, • state verbs such as need, want, love and hate 	2
			(G1.4.3.1.2) Write complete simple declarative, imperative, and exclamatory sentence in response to prompts	3
	(G1.4.4) Writing Conventions	(G1.4.4.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G1.4.4.1.1) Capitalize the first word of a sentence, dates, names of people, and the pronoun I	2
			(G1.4.4.1.2) Correctly use a period, question mark, and exclamation mark at the end of a sentence	2
			(G1.4.4.1.3) Correctly use commas to write dates and to separate items in a series	2
			(G1.4.4.1.4) Correctly spell words with common spelling patterns and common irregularly spelt words; spell unknown words drawing on phonemic awareness	2
	(G1.4.5) Research Skills	(G1.4.5.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G1.4.5.1.1) With prompting and support, conduct simple research to answer simple research questions on a topic of interest, identify visual and text sources, organize and present information	3

Grade 2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G2.1) Listening	(G2.1.1) Comprehension Skills	(G2.1.1.1) Listen to rhymes, songs, descriptions, instructions, short monologues and dialogues of about 1-3 exchanges about familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills	(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action	1
			(G2.1.1.1.1) Describe main idea and key details in a text read aloud or information presented orally or through other media	3
			(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration	2
			(G2.1.1.1.4) Ask and answer questions about what a speaker says to clarify something that is not understood	2
(G2.2) Speaking	(G2.2.1) Discussions And Collaboration	(G2.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of understanding and developing a range of high frequency vocabulary and language base	(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required	1
			(G2.2.1.1.2) Engage in making introductions and use basic leave taking expressions	2
			(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous	2
			(G2.2.1.1.4) Talk about days, months and times	2
			(G2.2.1.1.5) Express needs and wants (e.g., Can I have.....), ask for permission from the teacher; make and respond to requests and offers (e.g., Do you want an apple?); use Let's for invitation and suggestion	2
			(G2.2.1.1.6) Talk about habits and routines using the simple present tense, in positive and negative statements; respond to yes/no questions about habits and routines in short answers	2
			(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g., yes/no, either/or and simple wh-type questions)	2
			(G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion	2
			(G2.2.1.1.9) Ask for clarification about the topics under discussions	2
			(G2.2.1.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges	2
(G2.2.2) Presentation of Ideas	(G2.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(G2.2.2.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace	(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace	1
			(G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate	2
			(G2.2.2.1.3) Add, give, and follow dual-step directions	2

Grade 2 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G2.3) Reading	(G2.3.1) Print Concepts	(G2.3.1.1) Develop and build knowledge of foundational reading skills	(G2.3.1.1.1) Students build upon and continue applying previously learnt skills	2
			(G2.3.1.1.2) Identify and name numbers from 1 to 10	1
	(G2.3.2) Phonological Awareness	(G2.3.2.1) Demonstrate understanding of spoken English words, syllables, and phonemes	(G2.3.2.1.1) Students consolidate hearing and saying of phonemes, and the phoneme-grapheme correspondences (e.g., s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position(e.g., /s/ /z/ in “see” and “has”	2
	(G2.3.3) Phonics	(G2.3.3.1) Decode and read words by applying phonics and word analysis skills	(G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns	2
			(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade one to read regularly spelt one-syllable words	2
			(G2.3.3.1.3) Read irregularly spelt high frequency sight words, words of common word families (e.g., tale, male/ vest, rest (clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words	3
	(G2.3.4) Fluency	(G2.3.4.1) Read with accuracy and fluency	(G2.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension, and in a manner that sounds like natural speech	2
	(G2.3.5) Comprehension Skills	(G2.3.5.1) Read, understand and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills	(G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognize common types of text (e.g., storybooks, poems, informational text, etc.)	2
			(G2.3.5.1.2) Follow, recognize, and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (e.g., and, first, then)	2
			(G2.3.5.1.3) Read and respond to information in classroom labels, signs, lists, and captions written in familiar words and simple phrases	2
			(G2.3.5.1.4) With guidance and support, ask and answer simple questions about main ideas and key details in simple emergent readers such as big books or other enlarged text using visual clues	2
			(G2.3.5.1.5) With support, retell main ideas, facts and key details in a text; retell stories, including fables and folktales from diverse cultures (using Arabic as necessary), and understand their central message, lesson or moral	3
			(G2.3.5.1.6) Use visual clues to identify the role of the author and illustrator; describe characters, settings, and major events in a story	3
			(G2.3.5.1.7) Make and conform predictions about forthcoming information	3

Grade 2 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G2.3) Reading	(G2.3.6) Structural Organization	(G2.3.6.1) Develop understanding of text using knowledge of text features and structure	(G2.3.6.1.1) Recognize and identify the basic features of narrative text genres (e.g., stories and fairy tale) and information text; use various text features (e.g., headings, subheadings, and captions) to locate key facts in a text	2
			(G2.3.6.1.2) With help and guidance, read emergent readers to identify who is telling the story at various points in a text; identify the elements of plot, setting, and characters in a story, as well as the story's beginning, middle, and ending. (e.g., through answering simple questions)	2
			(G2.3.6.1.3) With help and guidance, read simple emergent readers to identify the organizational features of a text (e.g., sequence, cause and effect relationship)	2
	(G2.3.7) Connection of Ideas	(G2.3.7.1) Build understanding of text by making connections between ideas	(G2.3.7.1.1) Join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader to compare and contrast the adventures and experiences of characters in stories	2
			(G2.3.7.1.2) With prompting and support, read with the teacher to identify the reasons the author gives to support points in a text	2
			(G2.3.7.1.3) With prompting and support, identify and compare basic similarities between two texts on the same topic	2
			(G2.3.7.1.4) Compare and contrast versions of the same stories from different cultures	2
			(G2.3.7.1.5) Connect the information and events in a text or a story to life experiences. (e.g., answer simple questions about the moral of a story)	2
	(G2.3.8) Vocabulary & Lexis	(G2.3.8.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading, and writing using various strategies and sources	(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves	2
			(G2.3.8.2) Use various strategies to determine meanings of words	
			(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words	1
			(G2.3.8.2.2) Recognize relationships among words, including synonyms, antonyms, and homonyms	1
			(G2.3.8.2.3) Use frequently occurring affixes as a clue to the meaning of a word	2
		(G2.3.8.2.4) Ask and answer questions to clarify the meanings of words and phrases	2	
		(G2.3.8.2.5) Use visual, print, and digital dictionary to find the meaning of a word; use digital dictionary to listen to the pronunciation of a word	2	

Grade 2 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G2.4) Writing	(G2.4.1) Handwriting	(G2.4.1.1) Develop handwriting skills so as to write legibly	(G2.4.1.1.1) Form uppercase and lower case letters correctly	1
			(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately	1
			(G2.4.1.1.3) Develop familiarity with standard English keyboard	1
	(G2.4.2) Writing Genres	(G2.4.2.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts and speaking activities as models; use technology to publish writing	(G2.4.2.1.1) With support, prompting, and highly independent writing, compose a simple logically connected paragraph linked to speaking and reading activities (e.g., simple stories, recounts, descriptions and captions); introduce the topic, provide simple facts and a conclusion	3
			(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards	3
			(G2.4.2.1.3) Independently write compound sentences using and, but	3
	(G2.4.3) Grammar & Usage	(G2.4.3.1) Demonstrate command of English grammar and usage	(G2.4.3.1.1) Use grade-appropriate language structures e.g., <ul style="list-style-type: none"> • common and proper nouns, • singular and plural nouns, • demonstratives, • numerals, • pronouns, possessive pronouns, • verbs (simple present tense, present continuous tense, for now), • past simple (regular), • past simple of verb to be, • imperatives, • adjectives, • prepositions of time and place, • definite and indefinite articles, • There is and There are, • quantifiers, • modals such as I can, I can't, • simple yes/no questions e.g., Is.....? Are....., • wh-questions, • conjunctions such as and, but • basic intensifiers 	2
			(G2.4.3.1.2) Write complete simple and compound declarative, imperative, and exclamatory sentence in response to prompts	2

Grade 2 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G2.4) Writing	(G2.4.4) Writing Conventions	(G2.4.4.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G2.4.4.1.1) Capitalize greetings, months and days of the week, titles and initial names and proper nouns	2
			(G2.4.4.1.2) Correctly use a period, question mark, or exclamation mark at the end of a sentence	2
			(G2.4.4.1.3) Correctly use commas to write dates and to separate items in a series	2
			(G2.4.4.1.4) Use apostrophe to form contractions	2
			(G2.4.4.1.5) Use commas in greetings, to separate items in a series. Correctly use commas in dates, and with sequence words	2
			(G2.4.4.1.6) Spell words with short and long vowel sounds, r controlled vowels and consonant blend patterns	2
			(G2.4.4.1.7) Use knowledge of short and long vowel sounds, vowel teams sounds, r-controlled sounds and consonant blends to spell words correctly	2
			(G2.4.4.1.8) Generalize learned spelling patterns; use knowledge of word families to spell words	2
			(G2.4.4.1.9) Spell common irregularly spelled grade appropriate high- frequency words	2
	(G2.4.5) Research Skills	(G2.4.5.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G2.4.5.1.1) With prompting and support, conduct simple research to answer simple research questions on a topic of interest, identify visual and text sources, organize and present information	3

Grade 3

Domain	Strand	Standards	Student Learning Outcomes	Level
(G3.1) Listening	(G3.1.1) Comprehension Skills	(G3.1.1.1) Listen to rhymes, songs, descriptions, instructions, short monologues and dialogues of about 1-3 exchanges about familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills	(G3.1.1.1.1) Understand main idea and key details in short descriptions of people and places, presented orally or through other media	1
			(G3.1.1.1.1) Understand main idea and key details in short factual accounts, reports, events and stories that happened in the past, presented orally or through other media	2
			(G3.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration	3
			(G3.1.1.1.4) Listen and respond to multi-step instructions presented orally or through other media	2
			(G3.1.1.1.5) Listen and respond to short monologues and dialogues of about three exchanges about future plans	2
			(G3.1.1.1.6) Listen and respond to short conversations where speakers use phrases and expressions to suggest, invite, accept, decline, offer, request, seek permission, express simple prohibition or obligation (e.g., must, mustn't)	2
			(G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details	3
(G3.2) Speaking	(G3.2.1) Discussions And Collaboration	(G3.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of understanding and developing a range of high frequency vocabulary and language base	(G3.2.1.1.1) Build upon the ability to talk, ask, and answer questions about routines and habitual actions using the simple present tense and adverbs of frequency in positive and negative statements	2
			(G3.2.1.1.2) Build upon and extend the ability to make polite requests; express prohibition and obligation using have to, must and mustn't	2
			(G3.2.1.1.3) Build upon the ability to talk and ask about actions happening now using the present continuous tense; use the present continuous form to express future plans in positive and negative statements	2
			(G3.2.1.1.4) Talk about past events and actions using regular and irregular verbs in negative and positive statements	2
			(G3.2.1.1.5) Compare between two things using common regular and irregular adjectives	2
			(G3.2.1.1.6) Maintain exchange of information through using a variety of questions forms in the present, past, and future	3
			(G3.2.1.1.7) Provide personal information and introduce self; ask and answer questions about name, age address, family, ability, and likes and dislikes	2
			(G3.2.1.1.8) Ask for and give directions about locations and places using sequence words and prepositions, and adverb of place	2
			(G3.2.1.1.9) Engage in short conversations and collaborative discussions, one-to-one, in groups, and teacher led, making simple comments, asking and answering simple questions (e.g., yes/no, either/or and simple wh-type questions)	3

Grade 3 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G3.2) Speaking	(G3.2.1) Discussions And Collaboration	(G3.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of understanding and developing a range of high frequency vocabulary and language base	(G3.2.1.1.10) Follow agreed-upon rules for discussions and carry out assigned rules	2
			(G3.2.1.1.11) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion	3
			(G3.2.1.1.12) Explain personal ideas drawing on the topic under discussion	3
	(G3.2.2) Presentation of Ideas	(G3.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(G3.2.2.1.1) Collaboratively prepare a short oral report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace	3
			(G3.2.2.1.2) Deliver simple presentations using visual displays (e.g., illustrations, graphics, and charts) when appropriate to clarify ideas, thoughts, and feelings	2
	(G3.3) Reading	(G3.3.1) Print Concepts	(G3.3.1.1) Develop and build knowledge of foundational reading skills	(G3.3.1.1.1) Students build upon and continue applying previously learnt skills
(G3.3.2) Phonological Awareness		(G3.3.2.1) Demonstrate understanding of spoken English words, syllables, and phonemes	(G3.3.2.1.1) Students build upon and continue applying previously learnt skills	2
(G3.3.3) Phonics		(G3.3.3.1) Decode and read words by applying phonics and word analysis skills	(G3.3.3.1.1) Decode and read unknown words using knowledge of syllable patterns	2
			(G3.3.3.1.2) Apply knowledge of consonant blends and common spelling patterns (e.g., qu, doubling the consonant and adding ing, changing y into ies to make plural)	2
			(G3.3.3.1.3) Read words of complex word families (e.g., ought, ight word families)	2
			(G3.3.3.1.4) Read words, with prefixes and suffixes, irregular contractions, and possessives	2
(G3.3.4) Fluency		(G3.3.4.1) Read with accuracy and fluency	(G3.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrate comprehension, and in a manner that sounds like natural speech	3
(G3.3.5) Comprehension Skills		(G3.3.5.1) Read, understand and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills	(G3.3.5.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts	2
			(G3.3.5.1.2) Read and follow multi-step instructions with sequential organization	2
			(G3.3.5.1.3) Read and understand every day signs and notices: streets, restaurants, railway stations, directions, instructions, warnings and regulations	2
			(G3.3.5.1.4) Retell stories, including fables and folktales from diverse cultures in correct sequence; understand their central message, lesson, or moral	3
			(G3.3.5.1.5) Ask and answer questions to demonstrate understanding of a text, referring to what the text explicitly says	3

Grade 3 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level	
(G3.3) Reading	(G3.3.5) Comprehension Skills	(G3.3.5.1) Read, understand and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills	(G3.3.5.1.6) Determine the main idea of a text and retell the key details	3	
			(G3.3.5.1.7) Describe characters in a story (e.g., their traits, motivations and feelings), describe how they respond to major events	3	
			(G3.3.5.1.8) Pick out key words and phrases to make and conform predictions about forthcoming information	3	
			(G3.3.5.1.9) Read and respond to informal letters and postcards from friends	3	
	(G3.3.6) Structural Organization	(G3.3.6.1) Develop understanding of text using knowledge of text features and structure	(G3.3.6.1.1) Recognize and identify the basic features of narrative text genres (e.g., stories and fairy tale) and information text; use various text features (e.g., headings, subheadings, maps, charts) to locate key facts in a text	2	
			(G3.3.6.1.2) Identify who is telling the story at various points in a text; identify the elements of plot, setting, and characters in a story, as well as the story's beginning, middle, and ending	1	
			(G3.3.6.1.3) Identify the organizational features of a text(e.g., sequence)	2	
	(G3.3.7) Connection of Ideas	(G3.3.7.1) Build understanding of text by making connections between ideas	(G3.3.7.1.1) With prompting and support, compare and contrast versions of the same stories from different cultures	2	
			(G3.3.7.1.2) With prompting and support, identify and compare basic similarities between two texts on the same topic	2	
			(G3.3.7.1.3) Connect the information and events in a text or a story to life experiences	3	
	(G3.3.8) Vocabulary & Lexis	(G3.3.8.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading, and writing using various strategies and sources	(G3.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves	2	
			(G3.3.8.2) Use various strategies to determine meanings of words	(G3.3.8.2.1) Understand that context clues and, illustrations, headings, and subheadings may be used to help understand unknown words	2
				(G3.3.8.2.2) Recognize relationships among words, including synonyms, antonyms, and homophones	2
				(G3.3.8.2.3) Distinguish shades of meaning among closely related words	2
				(G3.3.8.2.4) Use frequently occurring affixes, and roots and their inflectional forms to determine the meaning of unknown words (e.g., look, looked, looking)	2
				(G3.3.8.2.5) Identify the meaning of an unknown word using a known word as a clue	2
				(G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases	2
	(G3.3.8.2.7) Use visual, print, and digital dictionary to find the meaning of a word; use digital dictionary to listen to the pronunciation of a word	2			

Grade 3 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G3.4) Writing	(G3.4.1) Handwriting	(G3.4.1.1) Develop handwriting skills	(G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words, and sentences appropriately	1
			(G3.4.1.1.2) Begin to use a word processor with an English script keyboard	2
	(G3.4.2) Writing Genres	(G3.4.2.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts and speaking activities as models; use technology to publish writing	(G3.4.2.1.1) Write a simple paragraphs of three or more coherently sequenced simple sentences, using simple past, present (simple and continuous), and future tenses; state the topic, provide details and a conclusion	3
			(G3.4.2.1.2) Produce simple short narratives, descriptions, and informal letters based on known stories or personal experiences, using past, present as required; use connectives to signify time and sequence; establish an introduction and include specific details and a conclusion	3
			(G3.4.2.1.3) Write multi-step instructions for making simple things or giving directions	3
	(G3.4.3) Grammar & Usage	(G3.4.3.1) Demonstrate command of English grammar and usage	(G3.4.3.1.1) Use grade-appropriate language structures e.g., <ul style="list-style-type: none"> • common and proper nouns, • singular and plural nouns, • countable and uncountable nouns, • regular and irregular comparatives, • demonstratives, • numerals, • pronouns, possessive pronouns, • possessive 's, • verbs (simple present tense, present continuous tense for now and for near future, going to..., simple past, regular and irregular), • imperatives, • adjectives, • adverbs of manner, adverbs of frequency, • prepositions of time and place, • definite and indefinite articles, • There is and There are, • quantifiers, • I can, I can't, I could, I couldn't, • I'd like, • yes/no questions, • wh-questions e.g., How much, How many, • coordinating conjunctions such as and, but, • sequence words e.g., first, then, next, finally • could for polite request, • must, have to for obligation, • mustn't for prohibition, • compound sentences with (but, because) 	2
			(G3.4.3.1.2) Write simple and compound declarative, imperative, and exclamatory sentence in response to prompts	3
			(G3.4.3.1.3) Use coordinating conjunctions (e.g., and, but)	2

Grade 3 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G3.4) Writing	(G3.4.4) Writing Conventions	(G3.4.4.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G3.4.4.1.1) Capitalize appropriate words	2
			(G3.4.4.1.2) Correctly use a period, question mark, and exclamation mark at the end of a sentence	2
			(G3.4.4.1.3) Correctly use commas in dates to separate items in a series, and with sequence words	2
			(G3.4.4.1.4) Use apostrophes in contractions and singular possessives	2
			(G3.4.4.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words	2
	(G3.4.5) Research Skills	(G3.4.5.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G3.4.5.1.1) Conduct short research on a topic of interest; identify the research question, locate information in print or digital sources, record, organize, and present information choosing from a variety of formats	3

Grade 4

Domain	Strand	Standards	Student Learning Outcomes	Level
(G4.1) Listening	(G4.1.1) Comprehension Skills	(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills	(G4.1.1.1.1) Summarize main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media	3
			(G4.1.1.1.1) Summarize main idea and relevant details in descriptions or dialogues of five exchanges	3
			(G4.1.1.1.3) Listen and respond to dialogues where speakers talk about plans, predictions, and intentions, expressing different levels of possibility	2
			(G4.1.1.1.4) Listen and respond to dialogues where speakers seek and give advice, obligation, and prohibition	2
			(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps	2
			(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood	3
(G4.2) Speaking	(G4.2.1) Discussions And Collaboration	(G4.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability, and obligation	2
			(G4.2.1.1.2) Talk about past events, habits, and future plans	2
			(G4.2.1.1.3) Ask for and give advice	2
			(G4.2.1.1.4) Give and explain instructions or directions of four or more steps	2
			(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the extremist degree, use adverbs of manners to modify actions	2
			(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions	3
			(G4.2.1.1.7) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion	2
			(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion, make comments that contribute to the discussion	3
			(G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion	3
	(G4.2.2) Presentation of Ideas	(G4.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace	3
			(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts, and feelings	3

Grade 4 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G4.3) Reading	(G4.3.1) Phonological Awareness	(G4.3.1.1) Demonstrate understanding of spoken English words, syllables, and phonemes	(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from grades 1, 2 and 3	1
			(G4.3.1.1.2) Know the vowel phonemes /eə/ /ɪə/ /ə/ and their corresponding common spelling	2
	(G4.3.2) Phonics	(G4.3.2.1) Decode and read words by applying phonics and word analysis skills	(G4.3.2.1.1) Build on and continue applying previously learnt print concepts	1
			(G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (e.g., CVC, CVr, V, VV boil, VCe and Cle)	1
			(G4.3.2.1.3) Read unfamiliar multi-syllabic words applying sound correspondences, syllabication patterns, and roots and affixes	2
	(G4.3.3) Fluency	(G4.3.3.1) Read with accuracy and fluency	(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts	3
	(G4.3.4) Comprehension Skills	(G4.3.4.1) Read, understand and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills	(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts	2
			(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explains the text referring to explicitly stated or inferred information	3
			(G4.3.4.1.3) Summarize or retell main ideas, facts and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme	3
			(G4.3.4.1.4) Describe a character, setting, or event in a story	2
			(G4.3.4.1.5) Make and conform predictions about forthcoming information drawing on specific details in the text	3
			(G4.3.4.1.6) Read and respond to simple lists and notes (e.g., reminders to people and diaries)	2
			(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions etc.)	2
			(G4.3.4.1.8) Read and respond to informal letters, postcards, and emails	2
	(G4.3.5) Structural Organization	(G4.3.5.1) Develop understanding of text using knowledge of text features and structure	(G4.3.5.1.1) Identify and describe the organizational structure of stories and personal recounts, and describe the differences between them	2
			(G4.3.5.1.2) Describe the key features of short factual recounts (e.g., opening, recount, closing statement) and information texts (e.g., introduction, details ordered by feature (e.g., chronological order, sequential, and description)	3
	(G4.3.6) Connection of Ideas	(G4.3.6.1) Build understanding of text by making connections between ideas	(G4.3.6.1.1) Identify reasons or causes for incidents in a short narrative	3
			(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject	3
			(G4.3.6.1.3) Connect the information and events in a text or story to life experiences	3

Grade 4 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G4.3) Reading	(G4.3.7) Vocabulary & Lexis	(G4.3.7.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading, and writing using various strategies and sources	(G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves	2
		(G4.3.7.2) Use various strategies to determine meanings of words	(G4.3.7.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words	3
			(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (e.g., see/ sea) homographs (e.g., lead –to go first with followers behind/a type of metal), and multiple or nuanced meanings	2
			(G4.3.7.2.3) Apply knowledge of prefixes (e.g., un-, re-, pre-, bi), suffixes (e.g., -er, -est, -ful) roots, word patterns and known words to determine word meanings	3
			(G4.3.7.2.4) Distinguish shades of meaning among closely related words	2
			(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end	3
			(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown of words	2
			(G4.3.7.2.7) Identify the figurative language (e.g., similes and metaphors); determine how figurative language provides meaning to works of literature	3
			(G4.3.7.2.8) Determine the meanings of idioms, connotative, and technical meaning in context	3

Grade 4 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level	
(G4.4) Writing	(G4.4.1) Handwriting	(G4.4.1.1) Develop handwriting skills	(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practicing and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly)	1	
	(G4.4.2) Writing Genres	(G4.4.2.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts and speaking activities as models; use technology to publish writing		(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in past simple, continuous present, and future tenses to describe events or characters in stories, using words and expressions from the text	3
				(G4.4.2.1.2) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions; use appropriate organizational structure and text features modeled by the reading texts, and organize ideas into a beginning, middle, and ending	3
				(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes, and captions for specific purpose and audience	3
				(G4.4.2.1.4) Write short personal letters, postcards, and emails to friends	3
	(G4.4.3) Grammar & Usage	(G4.4.3.1) Demonstrate command of English grammar and usage		(G4.4.3.1.1) Build on and continue applying concepts learned previously	2
				(G4.4.3.1.2) Use language structures of: <ul style="list-style-type: none"> • indefinite pronouns, • past habits: would, used to, • wh-questions in the past, • may, might for possibility, • prepositional phrases of place, time, and movement(e.g., inside, along with, in the middle), • comparatives and superlatives, regular and irregular, • compound sentences with but, • future in the past, • present perfect simple, present perfect continuous, • relative pronouns, • zero conditionals and first conditionals, • obligation and necessity(e.g., have to, must, • polite request (e.g., can.....please, could.....please) 	2
				(G4.4.3.1.3) Write simple, compound, and complex declarative, interrogative and exclamatory sentences	2
				(G4.4.3.1.4) Use coordinating conjunctions (e.g., and, but)	2

Grade 4 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G4.4) Writing	(G4.4.4) Writing Conventions	(G4.4.4.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G4.4.4.1.1) Capitalize names of magazines, newspapers and organizations	1
			(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives	1
			(G4.4.4.1.3) Correctly use a comma before a coordinating conjunction, and to set off the words yes, and no, from the rest of the sentence	1
			(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words	2
	(G4.4.5) Research Skills	(G4.4.5.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G4.4.5.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address	3
			(G4.4.5.1.2) Gather and select information from one or multiple print and/or non-print sources, appropriate to the writer's purpose, needs of the audience, context, and culture	3
			(G4.4.5.1.3) Summarize and organize the information in their own words giving credit to the source	3
			(G4.4.5.1.4) Present information, concepts, and ideas using a variety of formats	3

Grade 5

Domain	Strand	Standards	Student Learning Outcomes	Level
(G5.1) Listening	(G5.1.1) Comprehension Skills	(G5.1.1.1) Listen to multi-step instructions, monologues, and dialogues of about six exchanges on familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills	(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media	2
			(G5.1.1.1.1) Listen and respond to dialogues of about six exchanges where speakers talk about plans, predictions, and intentions expressing different levels of possibility	2
			(G5.1.1.1.3) Listen and respond to dialogues where speakers: <ul style="list-style-type: none"> • seek and give advice, • make suggestions, • make offers, • make requests or ask for permission, • obligate, prohibit or warn, • express likes and dislikes 	2
			(G5.1.1.1.4) Listen to respond to instructions of four or more sequential steps	2
			(G5.1.1.1.5) Identify and summarize a speaker's points; identify the reasons a speaker provides to support his claims	
(G5.2) Speaking	(G5.2.1) Discussions And Collaboration	(G5.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition	2
			(G5.2.1.1.2) Consolidate from grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask wh-questions about past events	2
			(G5.2.1.1.3) Talk, interact, or ask about past experiences using the past continuous tense	2
			(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner	2
			(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange	3
			(G5.2.1.1.6) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion)	2
			(G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion	3
			(G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions	3
	(G5.2.2) Presentation of Ideas	(G5.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organized manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace	3
			(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts, and feelings	3

Grade 5 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G5.3) Reading	(G5.3.1) Comprehension Skills	(G5.3.1.1) Read, understand, and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills	(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts	2
			(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information	3
			(G5.3.1.1.3) Summarize the points made in an informational text and explain how each claim is supported by reasons and evidence	3
			(G5.3.1.1.4) Summarize or retell main ideas, facts, and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme	3
			(G5.3.1.1.5) Describe, compare and contrast two or more characters in a story, how they interact and impact the plot	3
			(G5.3.1.1.6) Make predictions about what will happen next drawing on specific details in the text	3
			(G5.3.1.1.7) Read and respond to letters, postcards, and emails setting out plans and making predictions for the future	3
			(G5.3.1.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience	3
	(G5.3.2) Structural Organization	(G5.3.2.1) Develop understanding of text using knowledge of text features and structure	(G5.3.2.1.1) Recognize how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these feature to locate information	3
			(G5.3.2.1.2) Identify and describe the purpose and organizational structure of stories and personal recounts; describe the differences between them	3
			(G5.3.2.1.3) Describe the key features of short informational texts (e.g., introduction, details ordered by feature (e.g., chronological order, compare and contrast, cause and effect, sequential and description)	2
	(G5.3.3) Connection of Ideas	(G5.3.3.1) Build understanding of text by making connections between ideas	(G5.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas	3
			(G5.3.3.1.2) Gather information from several texts or different media on the same topic to demonstrate understanding of the subject	3
(G5.3.3.1.3) Connect the information and events in a text or a story to life experiences			3	

Grade 5 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G5.3) Reading	(G5.3.4) Vocabulary & Lexis	(G5.3.4.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading and writing using various strategies and sources	(G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves	2
		(G5.3.4.2) Use various word decoding strategies to determine meanings of words	(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words	3
			(G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (e.g., see/ sea, ate/ eight) homographs (e, g., lead –to go first with followers behind/a type of metal), and multiple or nuanced meanings	2
			(G5.3.4.2.3) Apply knowledge of prefixes (e.g., un-, re-, pre-, bi), suffixes (e.g., -er, -est, -ful) roots, word patterns and known words to determine word meanings	2
			(G5.3.4.2.4) Distinguish shades of meaning among closely related words	2
			(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end	3
			(G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings words and phrases; use dictionaries or other online or print references to find other features of unknown of words	2
			(G5.3.4.2.7) Identify the figurative language (e.g., similes and metaphors); determine how figurative language provide meaning to works of literature	3
			(G5.3.4.2.8) Determine the meanings of idioms, connotative and technical meaning in context	3

Grade 5 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G5.4) Writing	(G5.4.1) Writing Genres	(G5.4.1.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts as models; use technology to publish writing	(G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives	3
			(G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events	3
			(G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study	3
			(G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organizational structure and text features modeled by the reading texts; organize ideas into a beginning, middle, and ending	3
			(G5.4.1.1.5) Write simple instructions, lists, messages, and captions for specific purpose and audience	3
	(G5.4.2) Grammar & Usage	(G5.4.2.1) Demonstrate command of English grammar and usage	(G5.4.2.1.1) Build on and continue applying concepts learned previously	2
			(G5.4.2.1.2) Use language structures of: <ul style="list-style-type: none"> • time phrases, • will for future time and promises, • past continuous, • past continuous interrupted by past simple, • verbs with gerund/ verbs with infinitive, • suggestions: Let's, why don't, should we... • possessives: 's and s', • sequence words: first, next, after that, finally. 	2
			(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences	2
			(G5.4.2.1.4) Use coordinating conjunctions (e.g., and, but)	2
	(G5.4.3) Writing Conventions	(G5.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G5.4.3.1.1) Apply the rules of capitalization	1
			(G5.4.3.1.2) Correctly use apostrophes with contractions and possessives	1
			(G5.4.3.1.3) Correctly use a comma before a coordinating conjunction in a compound sentence	2
			(G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words	2
	(G5.4.4) Research Skills	(G5.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G5.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address	3
			(G5.4.4.1.2) Gather and select information from one or multiple print and/or non-print sources appropriate to the writer's purpose, needs of the audience, context, and culture	3
			(G5.4.4.1.3) Summarize and organize the information in their own words giving credit to the source	3
			(G5.4.4.1.4) Present information, concepts, and ideas using a variety of formats	3

Grade 6

Domain	Strand	Standards	Student Learning Outcomes	Level
(G6.1) Listening	(G6.1.1) Comprehension Skills	(G6.1.1.1) Listen to multi-step instructions and directions, longer monologues, extracts from authentic material, and dialogues of about eight exchanges on familiar topics, delivered clearly at a natural speed; apply various strategies of listening and comprehension skills	(G6.1.1.1.1) Understand, responds to, and summarize main idea and relevant details in TV and radio programs, audio recordings, and films	3
			(G6.1.1.1.1) Listen to and take notes for requests for information and personal and factual details	3
			(G6.1.1.1.3) Listen and respond to conversations about plans, intentions, predictions, and expressing degrees of certainty	2
			(G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes	2
			(G6.1.1.1.5) Listen to descriptions of people and things to obtain information	2
			(G6.1.1.1.6) Listen, respond to, and follow multi-step instructions or directions (e.g., how to get around by walking or using public transportation)	2
			(G6.1.1.1.7) Identify and summarize a speaker's points; identify the reasons a speaker provides to support his claims	3
(G6.2) Speaking	(G6.2.1) Discussions And Collaboration	(G6.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement	2
			(G6.2.1.1.2) Confirm or ask for confirmation using question tags	2
			(G6.2.1.1.3) Talk using appropriate tenses (e.g., simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future)	2
			(G6.2.1.1.4) Talk about future plans using present continuous for future, going to, and will	2
			(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words	2
			(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions	3
			(G6.2.1.1.7) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion)	2
			(G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others	3
			(G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view	3
	(G6.2.2) Presentation of Ideas	(G6.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasize main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation	3
		(G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts, and feelings	3	

Grade 6 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G6.3) Reading	(G6.3.1) Comprehension Skills	(G6.3.1.1) Read, understand, and respond to a variety of grade-appropriate texts to extract and construct meaning, using a range of comprehension skills	(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems	2
			(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information	3
			(G6.3.1.1.3) Summarize or retell main ideas, facts, and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme	3
			(G6.3.1.1.4) Describe, compare, and contrast two or more characters in a story, how they interact and impact the plot	3
			(G6.3.1.1.5) Make predictions about forthcoming information drawing on specific details in the text	3
			(G6.3.1.1.6) Understand the purpose and content of a range of information texts (e.g., historical information, world knowledge, announcements)	3
			(G6.3.1.1.7) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience	3
			(G6.3.1.1.8) Read and discuss a variety of explanatory texts on topics of interest	3
			(G6.3.1.1.9) Read and understand basic procedural manuals with multi-steps and illustrations (e.g., how to use computer commands or video games)	3
	(G6.3.2) Structural Organization	(G6.3.2.1) Develop understanding of text using knowledge of text features and structure	(G6.3.2.1.1) Recognize how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these feature to locate information	3
			(G6.3.2.1.2) Identify and describe the purpose and organizational structure of stories and personal recounts; describe the differences between them	3
			(G6.3.2.1.3) Describe the key features of short informational texts (e.g., introduction, details ordered by feature (e.g., chronological order, compare and contrast, cause and effect, sequential and description)	2
			(G6.3.2.1.4) Use features of text organization to obtain knowledge (e.g., tables, pictures and diagrams)	2
	(G6.3.3) Connection of Ideas	(G6.3.3.1) Build understanding of text by making connections between ideas	(G6.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas	3
			(G6.3.3.1.2) Gather information from several texts or different media on the same topic to demonstrate understanding of the subject	3
(G6.3.3.1.3) Connect the information and events in a text or a story to life experiences			3	

Grade 6 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G6.3) Reading	(G6.3.4) Vocabulary & Lexis	(G6.3.4.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading and writing using various strategies and sources	(G6.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves	2
		(G6.3.4.2) Use various word decoding strategies to determine meanings of words	(G6.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words	3
			(G6.3.4.2.2) Identify relationships among words including synonyms, antonyms, homophones, homographs, and multiple or nuanced meanings	2
			(G6.3.4.2.3) Apply knowledge of suffixes (e.g., -ing, -ly), prefixes (e.g., over-, un-) roots, word patterns, and known words to determine word meanings	2
			(G6.3.4.2.4) Distinguish shades of meaning among closely related words	2
			(G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end	3
			(G6.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases, and other features of unknown words	2
			(G6.3.4.2.7) Identify the figurative language (e.g., similes and metaphors); determine how figurative language provide meaning to works of literature	3
			(G6.3.4.2.8) Determine the meanings of idioms, connotative and technical meaning in context	3

Grade 6 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G6.4) Writing	(G6.4.1) Writing Genres	(G6.4.1.1) Apply the writing process to write about familiar topics for different purposes, and to specific audience, using reading texts as models; use technology to publish writing	(G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes	3
			(G6.4.1.1.2) Write narratives, descriptions of incidents and factual recounts with a connected sequence of events	3
			(G6.4.1.1.3) Write notes to summarize the main points of a read text, using key words from the text as needed	3
			(G6.4.1.1.4) Write multi-step instructions using appropriate sequence connectives	3
	(G6.4.2) Grammar & Usage	(G6.4.2.1) Demonstrate command of English grammar and usage	(G6.4.2.1.1) Build on and continue applying concepts learned previously	2
			(G6.4.2.1.2) Use language structures of: <ul style="list-style-type: none"> • time phrases, • past continuous, • past continuous interrupted by past simple. 	2
			(G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences	2
	(G6.4.3) Writing Conventions	(G6.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G6.4.3.1.1) Apply the rules of capitalization	1
			(G6.4.3.1.2) Correctly use apostrophes	1
			(G6.4.3.1.3) Correctly use a comma before a coordinating conjunction in a compound sentence, with possessives, and to set off a question tag from the rest of the sentence	1
			(G6.4.3.1.4) Use colons to introduce a list	1
			(G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words	2
	(G6.4.4) Research Skills	(G6.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G6.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address	3
			(G6.4.4.1.2) Gather and select information from one or multiple print and/or non-print sources, appropriate to the writer's purpose, needs of the audience, context and culture	3
			(G6.4.4.1.3) Summarize and organize the information in their own words giving credit to the source	3
			(G6.4.4.1.4) Present information, concepts, and ideas using a variety of formats	3

Grade 7

Domain	Strand	Standards	Student Learning Outcomes	Level
(G7.1) Listening	(G7.1.1) Comprehension Skills	(G7.1.1.1) Listen to extracts of authentic material, monologues, short lectures, presentations with clear subject matter and structure, and dialogues of about eight exchanges in different accents, (e.g., British, American, Australian, and Canadian) delivered at normal speed; apply various strategies of listening and comprehension skills	(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions	2
			(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression	2
			(G7.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions	3
			(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (e.g., requesting and giving information, giving advice using If I were... I would, expressing opinions, agreement and disagreement); confirm or check information using question tags	2
			(G7.1.1.1.6) Understand and follow simple technical instructions for operating an equipment or a machine	2
			(G7.1.1.1.7) Summarize points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication	3

Grade 7 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G7.2) Speaking	(G7.2.1) Discussions And Collaboration	(G7.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, e.g., <ul style="list-style-type: none"> • making offers and requests, • making suggestions, • expressing likes and dislikes, • expressing preferences, • giving advice using ought to, you'd better, • obligating and prohibiting, • making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone.) • expressing agreement and disagreement, • expressing opinion 	2
			(G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past	2
			(G7.2.1.1.3) Speak about future plans using going to, present continuous, will, may, and might	2
			(G7.2.1.1.4) Speak about future plans using present simple for fixed plans	2
			(G7.2.1.1.5) Confirm or check information using question tags	2
			(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively	3
			(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion	2
			(G7.2.1.1.8) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarize points of agreement and disagreement and justify personal views	3
			(G7.2.2) Presentation of Ideas	(G7.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations
(G7.2.2.1.2) Deliver research presentations defining a thesis and summarizing all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources	3			

Grade 7 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G7.3) Reading	(G7.3.1) Comprehension Skills	(G7.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts, independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G7.3.1.1.1) Read a variety of genres (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes	3
			(G7.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text	3
			(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports	3
			(G7.3.1.1.4) Retell or summarize a text orally, attending to differences between spoken and written language	2
			(G7.3.1.1.5) Read and respond to formal letters, setting out plans, and providing and requesting information	2
	(G7.3.2) Structural Organization	(G7.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G7.3.2.1.1) Identify features of text organization used by an author including how the major sections contribute to the whole and to the development of the ideas (e.g., general opening statement followed by detailed description, use of headings and subheadings, organization into paragraphs etc.), and use the features to obtain information	2
			(G7.3.2.1.2) Identify an author's point of view or purpose in a text, and analyze how the author acknowledges or responds to conflicting evidence or viewpoints	3
			(G7.3.2.1.3) Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition, and support)	2
			(G7.3.2.1.4) Identify structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information	2

Grade 7 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G7.3) Reading	(G7.3.3) Connection of Ideas	(G7.3.3.1) Build understanding of text by evaluating specific claims, and synthesizing and making connections between ideas	(G7.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant, exaggerated, or distorted evidence	3
			(G7.3.3.1.2) Compare and contrast short stories, dramas, or poems read in English to its audio, filmed, staged, or multimedia versions, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)	2
			(G7.3.3.1.3) Compare and contrast informational print and digital material presented in Arabic and English to determine differences in perspectives, detail, and usefulness in answering specific question or presenting information	3
	(G7.3.4) Vocabulary & Lexis	(G7.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech)	2
			(G7.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone	3
			(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast	2
			(G7.3.4.1.5) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	2

Grade 7 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G7.4) Writing	(G7.4.1) Writing Genres	(G7.4.1.1) Write for a range of tasks, purposes, and audience; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as interact and collaborate with others	(G7.4.1.1.1) Write texts of more than two paragraphs with simple compound and complex sentences, using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns	3
			(G7.4.1.1.2) Produce posters, brochures, leaflets, and advertisements	3
			(G7.4.1.1.3) Summarize the main points of a read text using key words from the text as needed	2
			(G7.4.1.1.4) Write notes to summarize the main points of a read text using key words from the text as needed	2
			(G7.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points	3
			(G7.4.1.1.6) Write reports in a standard form, including formatting (e.g., headings) and graphics; convey information and ideas on abstract and concrete topics, check information, and ask about and explain problems	3
			(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organize complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented	3
			(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language	3

Grade 7 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G7.4) Writing	(G7.4.2) Grammar & Usage	(G7.4.2.1) Demonstrate command of English grammar and usage	(G7.4.2.1.1) Write using: <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous, • verbs in different forms (e.g., indicative, imperative, interrogative, conditional, and subjunctive), • active and passive voice • zero and definite articles, • first conditional, • deduction and assumption: must be, could be, can't be, • possibility: may, might and could, • expressing opinion, likes, dislikes, preference, agreement, and disagreement. • adjectives (comparative and superlative), • adverbs, relative adverbs (e.g., where and when), • prepositions, • phrasal verbs, • verbs that take gerund, • verbs that take infinitive • broader range of intensifiers such as too, enough, • passive voice, • collocations, • defining and non-defining relative clauses 	2
			(G7.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (e.g., if, when, unless, although)	2
			(G7.4.2.1.3) Use connecting words and phrases to link sentences (e.g., in addition, apart from, as a result..)	2
	(G7.4.3) Writing Conventions	(G7.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G7.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses	2
	(G7.4.4) Research Skills	(G7.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G7.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, and synthesize information selectively to maintain the flow of ideas	3
			(G7.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G7.4.4.1.3) Cite sources following a standard format; avoid plagiarism and copying information	2
			(G7.4.4.1.4) Present information using multimedia components and visual displays	3

Grade 8

Domain	Strand	Standards	Student Learning Outcomes	Level
(G8.1) Listening	(G8.1.1) Comprehension Skills	(G8.1.1.1) Listen to extracts of authentic material, monologues, short lectures, presentations with clear subject matter and structure, and dialogues of about eight exchanges in different accents, (e.g., British, American, Australian, and Canadian) delivered at normal speed; apply various strategies of listening and comprehension skills	(G8.1.1.1.1) Understand the main points and details of radio news, recorded material advertisements, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions	2
			(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression	2
			(G8.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions	3
			(G8.1.1.1.5) Build on and extend the ability to understand a range of functions, e.g., <ul style="list-style-type: none"> • making offers and requests, • making suggestions, • expressing likes and dislikes, • expressing preferences, • giving advice using ought to, you'd better, • obligating and prohibiting, • making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone), • expressing agreement and disagreement, • expressing opinion 	2
			(G8.1.1.1.6) Summarize points of agreement and disagreement, and evaluate a speaker's point of view, reasoning, and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication	3

Grade 8 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G8.2) Speaking	(G8.2.1) Discussions And Collaboration	(G8.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, e.g., <ul style="list-style-type: none"> • making offers and requests, • making suggestions, • expressing likes and dislikes, • expressing preferences, • giving advice using ought to, you'd better, • obligating and prohibiting, • making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone), • expressing agreement and disagreement, • expressing opinion 	2
			(G8.2.1.1.2) Consolidate from grade 7 the ability to speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past	2
			(G8.2.1.1.3) Talk about past actions using the past perfect and the simple past	2
			(G8.2.1.1.4) Consolidate from grade 7 the ability to speak about future plans using going to, present continuous, will, may, and might	2
			(G8.2.1.1.5) Consolidate from grade 7 the ability to speak about future plans using present simple for fixed plans	2
			(G8.2.1.1.6) Consolidate from grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional	2
			(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively	3
			(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion	2
			(G8.2.1.1.9) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarize points of agreement and disagreement and justify personal views	3
(G8.2.2) Presentation of Ideas	(G8.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations	(G8.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations	3	
		(G8.2.2.1.2) Deliver research presentations defining a thesis and summarizing all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources	3	

Grade 8 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G8.3) Reading	(G8.3.1) Comprehension Skills	(G8.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts, independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G8.3.1.1.1) Read a variety of genres (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)	3
			(G8.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text	3
			(G8.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries, or reports	3
			(G8.3.1.1.4) Retell or summarize a text orally, attending to differences between spoken and written language	2
			(G8.3.1.1.5) Read and respond to formal letters, setting out plans, and providing and requesting information	2
			(G8.3.1.1.6) Read and follow multi-step directions for preparing applications (e.g., for a public library, bank saving account etc.), how-to-do, or how to use or install a simple mechanical device	2
			(G8.3.1.1.7) Read advertisements, brochures, and posters to locate an answer to a question or solve a problem; distinguish fact from opinion	3
			(G8.3.1.1.8) Read narratives to understand main ideas and details; analyze how a text reveals aspects of a character; make predictions and draw conclusions referring to the text	3
	(G8.3.2) Structural Organization	(G8.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G8.3.2.1.1) Identify features of text organization used by an author including how the major sections contribute to the whole and to the development of the ideas (e.g., general opening statement followed by detailed description, use of headings and subheadings, organization into paragraphs etc.), and use the features to obtain information	2
			(G8.3.2.1.2) Identify an author's point of view or purpose in a text, analyze how the author acknowledges or responds to conflicting evidence or viewpoints	3
			(G8.3.2.1.3) Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential, multi-step directions, or chronological order)	2
			(G8.3.2.1.4) Identify structural features of popular media (e.g., newspapers, magazines, online information, posters) and use the features to obtain information	2
			(G8.3.2.1.5) Identify structural features of explanatory text	2

Grade 8 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G8.3) Reading	(G8.3.3) Connection of Ideas	(G8.3.3.1) Build understanding of text by evaluating specific claims and synthesizing and making connections between ideas	(G8.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence	3
			(G8.3.3.1.2) Compare and contrast short stories, dramas, or poems read in English to its audio, filmed, staged or multimedia versions, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)	2
			(G8.3.3.1.3) Read and comprehend English narratives, plays, and poems on important themes and literature written in Arabic on the same themes and discuss their similarities and differences	3
	(G8.3.4) Vocabulary & Lexis	(G8.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech)	2
			(G8.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone	3
			(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast	2
			(G8.3.4.1.5) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	2

Grade 8 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G8.4) Writing	(G8.4.1) Writing Genres	(G8.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others	(G8.4.1.1.1) Write texts of more than two paragraphs with 8 simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns	3
			(G8.4.1.1.2) Produce posters, brochures, leaflets and advertisements	3
			(G8.4.1.1.3) Summarize the main points of a read text using key words from the text as needed	2
			(G8.4.1.1.4) Write notes to summarize the main points of a read text using key words from the text as needed	2
			(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points	3
			(G8.4.1.1.6) Write reports in a standard form, include formatting (e.g., headings), and graphics; convey information and ideas on abstract and concrete topics, check information, ask about and explain problems	3
			(G8.4.1.1.7) Write expository compositions on a variety of topics to describe or explain something; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented	3
			(G8.4.1.1.8) Write multi-steps instructions and directions in a sequential form using appropriate connectors	3

Grade 8 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G8.4) Writing	(G8.4.2) Grammar & Usage	(G8.4.2.1) Write demonstrating command of English grammar and usage	(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: <ul style="list-style-type: none"> • first conditional and second conditional, • If I were...., • present perfect, • present perfect continuous, • past perfect 	2
			(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (e.g., if, when, unless, although)	2
			(G8.4.2.1.3) Use connecting words and phrases to link sentences (e.g., even so, since)	2
	(G8.4.3) Writing Conventions	(G8.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G8.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses	2
	(G8.4.4) Research Skills	(G8.4.4.1) Conduct short research assignments and tasks related to content from academic course to build knowledge about the research process and the topic under study	(G8.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas	3
			(G8.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G8.4.4.1.3) Cite sources following a standard format, and avoid plagiarism and copying information	2
			(G8.4.4.1.4) Present information using multimedia components and visual displays	3

Grade 9

Domain	Strand	Standards	Student Learning Outcomes	Level
(G9.1) Listening	(G9.1.1) Comprehension Skills	(G9.1.1.1) Listen to extracts of authentic material, monologues, short lectures, presentations and dialogues of about ten exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills	(G9.1.1.1.1) Understand the main points and details of radio news, TV programs, films, documentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions	2
			(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression	2
			(G9.1.1.1.4) Build on the ability to recognize, understand, and respond to a range of functions in conversations (e.g., making offers and requests, making suggestions, giving advice using ought to, you'd better, warning obligating and prohibiting, and expressing regret)	2
			(G9.1.1.1.5) Summarize points of persuasive arguments, agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication	3

Grade 9 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G9.2) Speaking	(G9.2.1) Discussions And Collaboration	(G9.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions, e.g., <ul style="list-style-type: none"> • making offers and requests, • making suggestions, • giving advice using ought to, you'd better • warning, • obligating and prohibiting, • making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone.), • wishes (e.g., I wish I was...), • regrets (e.g., should, could have ...), • expressing opinion, • critiquing and reviewing (e.g., the best part was when...../ it was really good when....), • encouraging and inviting another speaker to continue (e.g., come in...) expressing reaction (e.g., indifference), • expressing interest, sympathy, and surprise (e.g., Wow, That's fantastic, Really? Tell me more., Oh you poor thing) 	2
			(G9.2.1.1.2) Consolidate from previous grades the ability to talk about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past	2
			(G9.2.1.1.3) Consolidate from previous grades the ability to talk about past actions using the past perfect, simple past, past continuous, and past perfect continuous	2
			(G9.2.1.1.4) Recount what someone has said using the reported speech in positive and negative statements	2
			(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively	3
			(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion	2
			(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal views	3
	(G9.2.2) Presentation of Ideas	(G9.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations	(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations	3
			(G9.2.2.1.2) Deliver research presentations defining a thesis, and summarizing all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources	3

Grade 9 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G9.3) Reading	(G9.3.1) Comprehension Skills	(G9.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts, independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G9.3.1.1.1) Read a variety of genres (e.g., autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 9; interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes)	3
			(G9.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text	2
			(G9.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of texts by creating outlines, summaries, or reports	3
			(G9.3.1.1.4) Retell or summarize a text orally, attending to differences between spoken and written language	2
			(G9.3.1.1.5) Read and respond to formal letters, setting out plans and providing and requesting information	2
			(G9.3.1.1.6) Read and follow multi-step directions for preparing applications (e.g., for a public library, bank saving account etc.), how-to-do, or how to use or install a simple mechanical device	2
			(G9.3.1.1.7) Read and evaluate advertisements, commercials, brochures, and posters to locate an answer to a question or solve a problem; note the use of persuasive language, distinguish fact from opinion, and truth from half-truth with reference to the text	3
			(G9.3.1.1.8) Read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text	3
			(G9.3.1.1.9) Read narratives to understand main ideas and details; analyze how a text reveals aspects of a character; make predictions and draw conclusions referring to the text	3

Grade 9 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G9.3) Reading	(G9.3.2) Structural Organization	(G9.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G9.3.2.1.1) Identify features of text organization used by an author including how the major sections contribute to the whole and to the development of the ideas (e.g., general opening statement followed by detailed description, use of headings and subheadings, organization into paragraphs etc.), and use the features to obtain information	2
			(G9.3.2.1.2) Identify an author's point of view or purpose in a text, and analyze how the author acknowledges or responds to conflicting evidence or viewpoints	3
			(G9.3.2.1.3) Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential, multi-step directions, or chronological order)	2
			(G9.3.2.1.4) Identify structural features of popular media (e.g., newspapers, magazines, online information, posters) and use the features to obtain information	2
			(G9.3.2.1.5) Identify the structural features of persuasive texts (statement of position, arguments, conclusive statement)	2
	(G9.3.3) Connection of Ideas	(G9.3.3.1) Build understanding of text by evaluating specific claims, and synthesizing and making connections between ideas	(G9.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence	3
			(G9.3.3.1.2) Compare and contrast short stories, dramas, or poems read in English to its audio, filmed, staged or multimedia versions, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)	2
			(G9.3.3.1.3) Read and comprehend English narratives, plays, and poems on important themes and literature written in Arabic on the same themes and discuss their similarities and differences	3
	(G9.3.4) Vocabulary & Lexis	(G9.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G9.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech)	2
			(G9.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone	3
			(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast	2
			(G9.3.4.1.5) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	2

Grade 9 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G9.4) Writing	(G9.4.1) Writing Genres	(G9.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others	(G9.4.1.1.1) Write texts of three or more paragraphs with about 15 simple, compound, and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns	3
			(G9.4.1.1.2) Write notes to summarize the main points of a read text using key words from the text as needed	2
			(G9.4.1.1.3) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points	3
			(G9.4.1.1.4) Write reports in a standard form, include formatting (e.g., headings), and graphics; convey information and ideas on abstract and concrete topics, check information, ask about and explain problems	3
			(G9.4.1.1.5) Write persuasive texts in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented	3
			(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented	3

Grade 9 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G9.4) Writing	(G9.4.2) Grammar & Usage	(G9.4.2.1) Write demonstrating command of English grammar and usage	(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: <ul style="list-style-type: none"> • indirect speech, • collocations, • second conditional, 	2
			(G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions	2
			(G9.4.2.1.3) Use connecting words and phrases for time, order, reason, result, contrast, addition, condition, and concession (e.g., In spite of, Despite, even though, although.....)	2
	(G9.4.3) Writing Conventions	(G9.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G9.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses	2
	(G9.4.4) Research Skills	(G9.4.4.1) Conduct short research assignments and tasks related to content from academic course to build knowledge about the research process and the topic under study	(G9.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas	3
			(G9.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G9.4.4.1.3) Cite sources following a standard format (e.g., APA referencing style); avoid plagiarism and copying information	2
			(G9.4.4.1.4) Create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information	3

Grade 10

Domain	Strand	Standards	Student Learning Outcomes	Level
(G10.1) Listening	(G10.1.1) Comprehension Skills	(G10.1.1.1) Listen to extracts of authentic material, lectures, presentations and dialogues of about ten exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills	(G10.1.1.1.1) Understand the main points and details of recounts, commentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G10.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions	2
			(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression	2
			(G10.1.1.1.4) Summarize points of agreement and disagreement, and evaluate a speaker's point of view, reasoning, and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication	3
(G10.2) Speaking	(G10.2.1) Discussions And Collaboration	(G10.2.1.1) Initiate, maintain, and conclude conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G10.2.1.1.1) Extend the ability to use expressions of: <ul style="list-style-type: none"> critiquing and reviewing (e.g., the best part was when...../ it was really good when....) encouraging and inviting another speaker to continue (e.g., come in..) 	2
			(G10.2.1.1.2) Use the expressions of: <ul style="list-style-type: none"> opinion and justification (one reason why...../ That's the reason), developing an argument (e.g., To begin with..../ As far as...../ It could be argued...), speculating (e.g., I wonder if.....), synthesizing, evaluating, glossing information (e.g., To sum up..., In short.....), modals of deduction and speculation(e, g, You should have/ You shouldn't have.....), modals: can't have/needn't have) 	3
			(G10.2.1.1.3) Talk about hypothetical past (e.g., you should have come) and past regrets (e.g., I wish you had listened carefully)	2
			(G10.2.1.1.4) Talk about unreal possibilities with the third conditional, in positive and negative statements	2
			(G10.2.1.1.5) Talk about finished actions in the future using future perfect and future perfect continuous	2
			(G10.2.1.1.6) Talk about future plans using future continuous and future perfect continuous	2
			(G10.2.1.1.7) Recount narratives, events, and personal experiences using simple past, past continuous, past perfect, and present perfect, as appropriate	3
			(G10.2.1.1.8) Discuss hypothesis using first and second conditionals, recount what someone has said using the reported speech in positive and negative statements	3
			(G10.2.1.1.9) Describe a multi-step process using the passive voice	3

Grade 10 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G10.2) Speaking	(G10.2.1) Discussions And Collaboration	(G10.2.1.1) Initiate, maintain, and conclude conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion	3
			(G10.2.1.1.11) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G10.2.1.1.12) Develop an argument and present a point of view to persuade the audience; discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal views	3
	(G10.2.2) Presentation of Ideas	(G10.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations	(G10.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, and sensory details in ways that enliven oral presentations	3
			(G10.2.2.1.2) Consolidate ability to present a description of a process related to other content area using the passive voice	2
			(G10.2.2.1.3) Deliver research presentations defining a thesis, and summarizing all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources	3

Grade 10 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G10.3) Reading	(G10.3.1) Comprehension Skills	(G10.3.1.1) Read, comprehend and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for grade 10, interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)	3
			(G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text	2
			(G10.3.1.1.3) Read and understand different forms and purposes of persuasive text; distinguish between fact and opinion with reference to the text	2
			(G10.3.1.1.4) Analyze interactions between characters in a literary text, and explain the way those interactions affect the plot	3
			(G10.3.1.1.5) Read and evaluate advertisements, commercials, brochures, and posters to locate an answer to a question or solve a problem; note the use of persuasive language, distinguish fact from opinion, and truth from half-truth with reference to the text	3
			(G10.3.1.1.6) Read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text	3
			(G10.3.1.1.7) Read, understand, and evaluate different forms of argumentative text (e.g., discussions and debates)	3
			(G10.3.1.1.8) Locate and analyze print and digital references about content presented in their courses, and apply what they learn from sources to further their understanding of their coursework	3
	(G10.3.2) Structural Organization	(G10.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G10.3.2.1.1) Analyze in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa)	3
			(G10.3.2.1.2) Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his position and uses rhetorical techniques to advance that purpose or perspective	3
			(G10.3.2.1.3) Analyze how structure and order of events (e.g. parallel plots), time manipulation (e.g. pacing, flashbacks) create such effects as mystery, tension, or purpose	3

Grade 10 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G10.3) Reading	(G10.3.3) Connection of Ideas	(G10.3.3.1) Build understanding of text by evaluating specific claims and synthesizing and making connections between ideas	(G10.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence	3
			(G10.3.3.1.2) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account	3
			(G10.3.3.1.3) Analyze seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts	3
	(G10.3.4) Vocabulary & Lexis	(G10.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G10.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G10.3.4.1.2) Identify and correctly use patterns of word changes (parts of speech)	2
			(G10.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone	3

Grade 10 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G10.4) Writing	(G10.4.1) Writing Genres	(G10.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others	(G10.4.1.1.1) Write notes, emails, personal letters, and messages to convey information getting across important points	3
			(G10.4.1.1.2) Write reports in a standard form, include formatting (e.g., headings), and graphics; convey information and ideas on abstract and concrete topics, check information, ask about and explain problems	3
			(G10.4.1.1.3) Write persuasive texts of more than three paragraphs, in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented	3
			(G10.4.1.1.4) Write argumentative texts of more than three paragraphs in a variety of forms, using the organizational features of an argumentative text (e.g., an introduction that states the issues, arguments in favor and encounter argument, supplying evidence for each while using effective transitions to create cohesion; balance and weigh the argument, and provide a conclusion that restates the case and provides recommendations	3
			(G10.4.1.1.5) Write informative compositions on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented	3
			(G10.4.1.1.6) Write narrative compositions on variety of forms; engage the reader by setting out the situation; use narrative techniques (e.g.; dialogue, pacing, description and reflection) to develop experiences and events; create coherence through using a variety of techniques; use precise words and phrases to convey a vivid picture of the experience; provide an ending that follows from and reflects on the narrative	3
			(G10.4.1.1.7) Make notes from listening and reading, use the notes to present a summary of the main points of the text	2

Grade 10 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G10.4) Writing	(G10.4.2) Grammar & Usage	(G10.4.2.1) Write demonstrating command of English grammar and usage	(G10.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: <ul style="list-style-type: none"> • would expressing habits in the past, • future continuous, • future perfect, • future perfect continuous, • needn't have, • extended phrasal verbs • third conditional 	2
			(G10.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions	2
			(G10.4.2.1.3) Extend the ability to use connecting words and phrases for time, order, reason, result, contrast, addition, condition, and concession (e.g., In spite of, Despite, even though, although.....)	2
	(G10.4.3) Writing Conventions	(G10.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G10.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses	2
	(G10.4.4) Research Skills	(G10.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G10.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas	3
			(G10.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G10.4.4.1.3) Cite sources following a standard format (e.g., APA referencing style); avoid plagiarism and copying information	2
			(G10.4.4.1.4) Create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information	3

Grade 11

Domain	Strand	Standards	Student Learning Outcomes	Level
(G11.1) Listening	(G11.1.1) Comprehension Skills	(G11.1.1.1) Listen to extracts of authentic material, extended speech, lectures, presentations of about 15 minutes, and dialogues of about twelve exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills	(G11.1.1.1.1) Understand the main points and details of radio news, news bulletins, commentaries, recorded telephone messages, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G11.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories, plays, and films; follow the dialogue and discern speaker's moods, relationship and intentions	2
			(G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression	2
			(G11.1.1.1.4) Understand persuasive arguments, summarize points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication	3
			(G11.1.1.1.5) Follow lectures and presentations of about 10 minutes on a range of familiar but abstract and technical topics; identify the main idea and details	2
			(G11.1.1.1.6) Follow formal discussions of about 10 minutes, noting and reporting the main points	3
			(G11.1.1.1.7) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners	3
(G11.2) Speaking	(G11.2.1) Discussions And Collaboration	(G11.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G11.2.1.1.1) Use expressions of: <ul style="list-style-type: none"> critiquing and reviewing constructively (e.g., It is an excellent....., but I think it would be.....), encouraging and inviting another speaker to continue (e.g., come in..), conceding a point (e.g., I see what you mean, but...../ I take your point), developing an argument systematically (e.g., It is clear that...../ It is generally accepted that.....), emphasizing a point, feeling, issue (e.g., The main point I'd like to emphasize is.....), expressing attitudes and feelings precisely (e.g., I'm afraid...../ I couldn't care less whether or not), expressing opinions tentatively, hedging (e.g., I assume/ It's supposed to be.....) expressing certainty, probability, doubt (e.g., Surely/ It is highly likely that...../ Is that settled, then?), expressing shades of opinion and certainty (e.g., There is no doubt about the fact that.....), responding to counterarguments (e.g., What you say may be true, however...../ You may be right, but I still think that.....), speculating and hypothesizing about causes and consequences (e.g., supposing he?/Well, if we don't do something.....) synthesizing, evaluating, glossing information (e.g., To cut a long story short,/ Another way of putting this would be.....) 	2

Grade 11 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G11.2) Speaking	(G11.2.1) Discussions And Collaboration	(G11.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G11.2.1.1.2) Build upon and continue using a variety of language structures: <ul style="list-style-type: none"> • Hypothetical past • Expressing regrets with wish + past perfect • Unreal possibilities with the third conditional • Hypothetical language including first, second and third conditionals • Reported speech 	2
			(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively	3
			(G11.2.1.1.4) Pose and respond to questions related to the current discussion; incorporate others into the discussion	2
			(G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal views	3
			(G11.2.1.1.7) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners	3
			(G11.2.2) Presentation of Ideas	(G11.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations
	(G11.2.2.1.2) Build upon and continue using a variety of language functions and expressions	2		
	(G11.2.2.1.3) Consolidate ability to present a description of a process related to other content area using the passive voice	2		
	(G11.2.2.1.4) Deliver persuasive arguments (including evaluation and analysis of problems, solutions, causes and effects), support assertions, clarify and defend positions, and anticipate and address counter arguments	3		
	(G11.2.2.1.5) Deliver research presentations defining a thesis, and summarizing all relevant perspectives on the topic sequencing the ideas logically and using a variety of sources	3		

Grade 11 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G11.3) Reading	(G11.3.1) Comprehension Skills	(G11.3.1.1) Read, comprehend and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G11.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently, using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)	3
			(G11.3.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses in Arabic; evaluate the reliability of the source and infer information from evidence in the text	3
			(G11.3.1.1.3) Read and understand different forms and purposes of persuasive texts; distinguish between fact and opinion with reference to the text	3
			(G11.3.1.1.4) Extend the ability to read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text	3
			(G11.3.1.1.5) Read, understand, and evaluate different forms of argumentative text (e.g., discussions and debates)	3
			(G11.3.1.1.6) Extend the ability to analyze interactions between characters in a literary text, and explain the way those interactions affect the plot	3
			(G11.3.1.1.7) Contrast points of view (e.g., first and third person, limited or omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work; recognize how the same incidents in stories can be told from other points of view	3
	(G11.3.2) Structural Organization	(G11.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G11.3.2.1.1) Analyze in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa)	3
			(G11.3.2.1.2) Determine an author's purpose in a text in which the rhetoric is particularly effective, analyzing how style, content, and rhetorical techniques contribute to the power, persuasiveness, or beauty of the text	3
			(G11.3.2.1.3) Analyze how structure and order of events (e.g. parallel plots), time manipulation (e.g. pacing, flashbacks) create such effects as mystery, tension, or purpose	3

Grade 11 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G11.3) Reading	(G11.3.3) Connection of Ideas	(G11.3.3.1) Build understanding of text by evaluating specific claims and synthesizing and making connections between ideas	(G11.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence	3
			(G11.3.3.1.2) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account	3
			(G11.3.3.1.3) Analyze seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts	3
	(G11.3.4) Vocabulary & Lexis	(G11.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G11.3.4.1.2) Identify and correctly use patterns of word changes (parts of speech)	2
			(G11.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone	3

Grade 11 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G11.4) Writing	(G11.4.1) Writing Genres	(G11.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others	(G11.4.1.1.1) Write persuasive texts of at least four paragraphs, in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented	3
			(G11.4.1.1.2) Write argumentative texts of at least four paragraphs in a variety of forms, using the organizational features of an argumentative text (e.g., an introduction that states the issues, arguments in favor and encounter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations	3
			(G11.4.1.1.3) Write informative compositions on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented	3
			(G11.4.1.1.4) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques (e.g.; dialogue, pacing, description and reflection) to develop experiences and events; create coherence through using a variety of techniques; use precise words and phrases to convey a vivid picture of the experience; provide an ending that follows from and reflects on the narrative	3
			(G11.4.1.1.5) Write formal and informal emails following the typical conventions of the genre (e.g., being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker)	3
			(G11.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text	2

Grade 11 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G11.4) Writing	(G11.4.2) Grammar & Usage	(G11.4.2.1) Write demonstrating command of English grammar and usage	(G11.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: <ul style="list-style-type: none"> • mixed conditionals in past, present and future, • modals in the past (e.g., You shouldn't have.../ I should have.../ You might have), • inversion with negative adverbials (e.g., Little does Michael suspect that.....), • all passive forms, • wish/ if only and regrets (e.g., If only, he would...), • extended phrasal verbs splitting (The policeman broke the fight up very quickly) 	2
			(G11.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis	2
	(G11.4.3) Writing Conventions	(G11.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G11.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses	2
	(G11.4.4) Research Skills	(G11.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G11.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas	3
			(G11.4.4.1.2) Use advanced features of search common engines to collect information, collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G11.4.4.1.3) Cite sources following a standard format (e.g., APA) and avoid plagiarism and copying information	2
			(G11.4.4.1.4) Create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information	3

Grade 12

Domain	Strand	Standards	Student Learning Outcomes	Level
(G12.1) Listening	(G12.1.1) Comprehension Skills	(G12.1.1.1) Listen to extracts of authentic material, extended speech, lectures, presentations and dialogues of about fifteen exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills	(G12.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G12.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories, plays, and films; follow the dialogue and discern speaker's moods, relationship and intentions	2
			(G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression	2
			(G12.1.1.1.4) Respond thoughtfully and politely to diverse perspectives; summarize points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication	3
			(G12.1.1.1.5) Follow lectures and presentations of about 15 minutes on a range of familiar but abstract and technical topics; identify the main idea and details	2
			(G12.1.1.1.6) Follow formal discussions of about 15 minutes, noting and reporting back the main points	3
(G12.2) Speaking	(G12.2.1) Discussions And Collaboration	(G12.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions	2
			(G12.2.1.1.2) Summarize monologues or conversations reporting what people say, demand or advise	3
			(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively	3
			(G12.2.1.1.4) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners	3
			(G12.2.1.1.5) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions	3
			(G12.2.1.1.6) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G12.2.1.1.7) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal view	3

Grade 12 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G12.2) Speaking	(G12.2.2) Presentation of Ideas	(G12.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations	(G12.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations	3
			(G12.2.2.1.2) Consolidate ability to present a description of a process related to other content area using the passive voice	2
			(G12.2.2.1.3) Deliver persuasive arguments (including evaluation and analysis of problems, solutions, causes and effects), support assertions, clarify and defend positions, and anticipate and address counter arguments	3
			(G12.2.2.1.4) Deliver research presentations defining a thesis, and summarizing all relevant perspectives on the topic sequencing the ideas logically and using a variety of sources	3
(G12.3) Reading	(G12.3.1) Comprehension Skills	(G12.3.1.1) Read, comprehend and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G12.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)	3
			(G12.3.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses in Arabic; evaluate the reliability of the source and infer information from evidence in the text	3
			(G12.3.1.1.3) Read and understand different forms and purposes of persuasive texts; distinguish between fact and opinion with reference to the text	3
			(G12.3.1.1.4) Extend the ability to read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text	3
			(G12.3.1.1.5) Read, understand, and evaluate different forms of argumentative text (e.g., discussions and debates)	3
			(G12.3.1.1.6) Extend the ability to analyze interactions between characters in a literary text, and explain the way those interactions affect the plot	3
			(G12.3.1.1.7) Contrast points of view (e.g., first and third person, limited or omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work; recognize how the same incidents in stories can be told from other points of view	3

Grade 12 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G12.3) Reading	(G12.3.2) Structural Organization	(G12.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G12.3.2.1.1) Analyze in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion, such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa)	3
			(G12.3.2.1.2) Determine an author's purpose in a text in which the rhetoric is particularly effective, analyzing how style, content, and rhetorical techniques contribute to the power, persuasiveness, or beauty of the text	3
			(G12.3.2.1.3) Analyze how structure and order of events (e.g. parallel plots), time manipulation (e.g. pacing, flashbacks) create such effects as mystery, tension, or purpose	3
	(G12.3.3) Connection of Ideas	(G12.3.3.1) Build understanding of text by evaluating specific claims and synthesizing and making connections between ideas	(G12.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence	3
			(G12.3.3.1.2) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia) determining which details are emphasized in each account	3
			(G12.3.3.1.3) Analyze seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts	3
	(G12.3.4) Vocabulary & Lexis	(G12.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G12.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G12.3.4.1.2) Identify and correctly use patterns of word changes (parts of speech)	2
			(G12.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone	3

Grade 12 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G12.4) Writing	(G12.4.1) Writing Genres	(G12.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others	(G12.4.1.1.1) Write persuasive texts of more than four paragraphs, in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented	3
			(G12.4.1.1.2) Write argumentative texts of more than four paragraphs in a variety of forms, using the organizational features of an argumentative text (e.g., an introduction that states the issues, arguments in favor and encounter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations)	3
			(G12.4.1.1.3) Write informative compositions on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented	3
			(G12.4.1.1.4) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques (e.g.; dialogue, pacing, description and reflection) to develop experiences and events; create coherence through using a variety of techniques; use precise words and phrases to convey a vivid picture of the experience; provide an ending that follows from and reflects on the narrative	3
			(G12.4.1.1.5) Write formal and informal emails following the typical conventions of the genre (e.g., being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker)	3
			(G12.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text	3

Grade 12 cont.

Domain	Strand	Standards	Student Learning Outcomes	Level
(G12.4) Writing	(G12.4.2) Grammar & Usage	(G12.4.2.1) Write demonstrating command of English grammar and usage	(G12.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: <ul style="list-style-type: none"> written cohesive devices for reference (e.g., He was aggressive. My Boss., enumeration, and ellipses (e.g., Sade bought some oranges and Seun some guavas), functional phrases for delivering presentations 	2
			(G12.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis	2
	(G12.4.3) Writing Conventions	(G12.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G12.4.3.1.1) Build upon and continue applying conventions learnt previously	2
	(G12.4.4) Research Skills	(G12.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G12.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas	3
			(G12.4.4.1.2) Use advanced features of search common engines to collect information, collaboratively construct knowledge, generate, produce, publish, update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G12.4.4.1.3) Cite sources following a standard format (e.g., APA referencing style) and avoid plagiarism and copying information	2
			(G12.4.4.1.4) Create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information	3

Standards and Student Learning Outcomes by Strand

Domain: Listening & Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	K1	(K1.1.1.1) Understand the nature of academic communication through their instruction in Arabic and English	(K1.1.1.1.1) Participate in simple nursery rhymes	1
			(K1.1.1.1.2) Listen attentively to others during conversations	2
			(K1.1.1.1.3) Participate in instructional activities led by the teacher	1
			(K1.1.1.1.4) Engage with others in social interactions using terms like “hello”, asking and answering very simple questions, and stating feelings in Arabic and English	2

Domain: Listening

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	K2	(K2.1.1.1) Listen to and understand clear, slow, repeated speech, songs, and rhymes with simple repetitive language	(K2.1.1.1.1) Understand and follow one-step oral directions	2
			(K2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action	2
			(K2.1.1.1.3) Ask and answer questions about main idea and key details in a text read aloud, or information presented orally or through other media	2
	G1	(G1.1.1.1) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning	(G1.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place, or action	1
			(G1.1.1.1.1) Ask and answer questions about main idea and key details in a text read aloud, or information presented orally or through other media	2
			(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration	2
			(G1.1.1.1.4) Ask and answer simple questions about what a speaker says to clarify something that is not understood	3
	G2	(G2.1.1.1) Listen to rhymes, songs, descriptions, instructions, short monologues and dialogues of about 1-3 exchanges about familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills	(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action	1
			(G2.1.1.1.1) Describe main idea and key details in a text read aloud or information presented orally or through other media	3
			(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration	2
			(G2.1.1.1.4) Ask and answer questions about what a speaker says to clarify something that is not understood	2
	G3	(G3.1.1.1) Listen to rhymes, songs, descriptions, instructions, short monologues and dialogues of about 1-3 exchanges about familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills	(G3.1.1.1.1) Understand main idea and key details in short descriptions of people and places, presented orally or through other media	1
			(G3.1.1.1.1) Understand main idea and key details in short factual accounts, reports, events and stories that happened in the past, presented orally or through other media	2
			(G3.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration	3
			(G3.1.1.1.4) Listen and respond to multi-step instructions presented orally or through other media	2
			(G3.1.1.1.5) Listen and respond to short monologues and dialogues of about three exchanges about future plans	2
			(G3.1.1.1.6) Listen and respond to short conversations where speakers use phrases and expressions to suggest, invite, accept, decline, offer, request, seek permission, express simple prohibition or obligation (e.g., must, mustn't)	2
			(G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details	3

Domain: Listening

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G4	(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills	(G4.1.1.1.1) Summarize main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media	3
			(G4.1.1.1.1) Summarize main idea and relevant details in descriptions or dialogues of five exchanges	3
			(G4.1.1.1.3) Listen and respond to dialogues where speakers talk about plans, predictions, and intentions, expressing different levels of possibility	2
			(G4.1.1.1.4) Listen and respond to dialogues where speakers seek and give advice, obligation, and prohibition	2
			(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps	2
			(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood	3
	G5	(G5.1.1.1) Listen to multi-step instructions, monologues, and dialogues of about six exchanges on familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills	(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media	2
			(G5.1.1.1.1) Listen and respond to dialogues of about six exchanges where speakers talk about plans, predictions, and intentions expressing different levels of possibility	2
			(G5.1.1.1.3) Listen and respond to dialogues where speakers: <ul style="list-style-type: none"> • seek and give advice, • make suggestions, • make offers, • make requests or ask for permission, • obligate, prohibit or warn, • express likes and dislikes 	2
			(G5.1.1.1.4) Listen to respond to instructions of four or more sequential steps	2
			(G5.1.1.1.5) Identify and summarize a speaker's points; identify the reasons a speaker provides to support his claims	
	Comprehension Skills	G6	(G6.1.1.1) Listen to multi-step instructions and directions, longer monologues, extracts from authentic material, and dialogues of about eight exchanges on familiar topics, delivered clearly at a natural speed; apply various strategies of listening and comprehension skills	(G6.1.1.1.1) Understand, responds to, and summarize main idea and relevant details in TV and radio programs, audio recordings, and films
(G6.1.1.1.1) Listen to and take notes for requests for information and personal and factual details				3
(G6.1.1.1.3) Listen and respond to conversations about plans, intentions, predictions, and expressing degrees of certainty				2
(G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes				2
(G6.1.1.1.5) Listen to descriptions of people and things to obtain information				2
(G6.1.1.1.6) Listen, respond to, and follow multi-step instructions or directions (e.g., how to get around by walking or using public transportation)				2
(G6.1.1.1.7) Identify and summarize a speaker's points; identify the reasons a speaker provides to support his claims				3

Domain: Listening

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G7	(G7.1.1.1) Listen to extracts of authentic material, monologues, short lectures, presentations with clear subject matter and structure, and dialogues of about eight exchanges in different accents, (e.g., British, American, Australian, and Canadian) delivered at normal speed; apply various strategies of listening and comprehension skills	(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions	2
			(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression	2
			(G7.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions	3
			(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (e.g., requesting and giving information, giving advice using If I were... I would, expressing opinions, agreement and disagreement); confirm or check information using question tags	2
			(G7.1.1.1.6) Understand and follow simple technical instructions for operating an equipment or a machine	2
			(G7.1.1.1.7) Summarize points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication	3

Domain: Listening

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G8	(G8.1.1.1) Listen to extracts of authentic material, monologues, short lectures, presentations with clear subject matter and structure, and dialogues of about eight exchanges in different accents, (e.g., British, American, Australian, and Canadian) delivered at normal speed; apply various strategies of listening and comprehension skills	(G8.1.1.1.1) Understand the main points and details of radio news, recorded material advertisements, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions	2
			(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression	2
			(G8.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions	3
			(G8.1.1.1.5) Build on and extend the ability to understand a range of functions, e.g., <ul style="list-style-type: none"> • making offers and requests, • making suggestions, • expressing likes and dislikes, • expressing preferences, • giving advice using ought to, you'd better, • obligating and prohibiting, • making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone), • expressing agreement and disagreement, • expressing opinion 	2
			(G8.1.1.1.6) Summarize points of agreement and disagreement, and evaluate a speaker's point of view, reasoning, and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication	3

Domain: Listening

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G9	(G9.1.1.1) Listen to extracts of authentic material, monologues, short lectures, presentations and dialogues of about ten exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills	(G9.1.1.1.1) Understand the main points and details of radio news, TV programs, films, documentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions	2
			(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression	2
			(G9.1.1.1.4) Build on the ability to recognize, understand, and respond to a range of functions in conversations (e.g., making offers and requests, making suggestions, giving advice using ought to, you'd better, warning obligating and prohibiting, and expressing regret)	2
			(G9.1.1.1.5) Summarize points of persuasive arguments, agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication	3
	G10	(G10.1.1.1) Listen to extracts of authentic material, lectures, presentations and dialogues of about ten exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills	(G10.1.1.1.1) Understand the main points and details of recounts, commentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G10.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions	2
			(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression	2
			(G10.1.1.1.4) Summarize points of agreement and disagreement, and evaluate a speaker's point of view, reasoning, and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication	3

Domain: Listening

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G11	(G11.1.1.1) Listen to extracts of authentic material, extended speech, lectures, presentations of about 15 minutes, and dialogues of about twelve exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills	(G11.1.1.1.1) Understand the main points and details of radio news, news bulletins, commentaries, recorded telephone messages, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G11.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories, plays, and films; follow the dialogue and discern speaker's moods, relationship and intentions	2
			(G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression	2
			(G11.1.1.1.4) Understand persuasive arguments, summarize points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication	3
			(G11.1.1.1.5) Follow lectures and presentations of about 10 minutes on a range of familiar but abstract and technical topics; identify the main idea and details	2
			(G11.1.1.1.6) Follow formal discussions of about 10 minutes, noting and reporting the main points	3
			(G11.1.1.1.7) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners	3
	G12	(G12.1.1.1) Listen to extracts of authentic material, extended speech, lectures, presentations and dialogues of about fifteen exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills	(G12.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies	2
			(G12.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories, plays, and films; follow the dialogue and discern speaker's moods, relationship and intentions	2
			(G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression	2
			(G12.1.1.1.4) Respond thoughtfully and politely to diverse perspectives; summarize points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication	3
			(G12.1.1.1.5) Follow lectures and presentations of about 15 minutes on a range of familiar but abstract and technical topics; identify the main idea and details	2
			(G12.1.1.1.6) Follow formal discussions of about 15 minutes, noting and reporting back the main points	3

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	K2	(K2.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(K2.2.1.1.1) Participate in songs and rhymes using simple repetitive language	1
			(K2.2.1.1.2) Engage in making introductions and use basic leave taking expressions	1
			(K2.2.1.1.3) Talk about likes and dislikes using simple words	2
			(K2.2.1.1.4) Talk about needs, abilities, and wants using simple words	2
			(K2.2.1.1.5) Participate in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g., yes/no)	2
			(K2.2.1.1.6) Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks	2
	G1	(G1.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of understanding and developing a range of high frequency vocabulary and language base	(G1.2.1.1.1) Participate in songs and rhymes using simple repetitive language	1
			(G1.2.1.1.2) Engage in making introductions (e.g., introduce oneself, greet, and say goodbye); use basic leave taking and simple request expressions (e.g., Give me the book, please)	2
			(G1.2.1.1.3) Describe people, things, locations, and actions using simple present tense	3
			(G1.2.1.1.4) Talk about likes and dislikes using the simple present tense, in positive and negative statements	3
			(G1.2.1.1.5) Talk about needs, abilities, and wants using the simple present tense, in positive and negative statements	3
			(G1.2.1.1.6) Talk and respond to questions about actions happening now using the present continuous tense	3
			(G1.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g., yes/no, either/ or, and simple wh-type questions)	3
			(G1.2.1.1.8) Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks	2
			(G1.2.1.1.9) Ask simple questions about what a speaker says in order to gather additional information or clarify something that is not understood	3

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	G2	(G2.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of understanding and developing a range of high frequency vocabulary and language base	(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required	1
			(G2.2.1.1.2) Engage in making introductions and use basic leave taking expressions	2
			(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous	2
			(G2.2.1.1.4) Talk about days, months and times	2
			(G2.2.1.1.5) Express needs and wants (e.g., Can I have.....), ask for permission from the teacher; make and respond to requests and offers (e.g., Do you want an apple?); use Let's for invitation and suggestion	2
			(G2.2.1.1.6) Talk about habits and routines using the simple present tense, in positive and negative statements; respond to yes/no questions about habits and routines in short answers	2
			(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g., yes/no, either/or and simple wh-type questions)	2
			(G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion	2
			(G2.2.1.1.9) Ask for clarification about the topics under discussions	2
			(G2.2.1.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges	2

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	G3	(G3.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of understanding and developing a range of high frequency vocabulary and language base	(G3.2.1.1.1) Build upon the ability to talk, ask, and answer questions about routines and habitual actions using the simple present tense and adverbs of frequency in positive and negative statements	2
			(G3.2.1.1.2) Build upon and extend the ability to make polite requests; express prohibition and obligation using have to, must and mustn't	2
			(G3.2.1.1.3) Build upon the ability to talk and ask about actions happening now using the present continuous tense; use the present continuous form to express future plans in positive and negative statements	2
			(G3.2.1.1.4) Talk about past events and actions using regular and irregular verbs in negative and positive statements	2
			(G3.2.1.1.5) Compare between two things using common regular and irregular adjectives	2
			(G3.2.1.1.6) Maintain exchange of information through using a variety of questions forms in the present, past, and future	3
			(G3.2.1.1.7) Provide personal information and introduce self; ask and answer questions about name, age address, family, ability, and likes and dislikes	2
			(G3.2.1.1.8) Ask for and give directions about locations and places using sequence words and prepositions, and adverb of place	2
			(G3.2.1.1.9) Engage in short conversations and collaborative discussions, one-to-one, in groups, and teacher led, making simple comments, asking and answering simple questions (e.g., yes/no, either/or and simple wh-type questions)	3
			(G3.2.1.1.10) Follow agreed-upon rules for discussions and carry out assigned rules	2
			(G3.2.1.1.11) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion	3
			(G3.2.1.1.12) Explain personal ideas drawing on the topic under discussion	3

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	G4	(G4.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability, and obligation	2
			(G4.2.1.1.2) Talk about past events, habits, and future plans	2
			(G4.2.1.1.3) Ask for and give advice	2
			(G4.2.1.1.4) Give and explain instructions or directions of four or more steps	2
			(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the extremist degree, use adverbs of manners to modify actions	2
			(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions	3
			(G4.2.1.1.7) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion)	2
			(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion, make comments that contribute to the discussion	3
			(G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion	3
	G5	(G5.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition	2
			(G5.2.1.1.2) Consolidate from grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask wh-questions about past events	2
			(G5.2.1.1.3) Talk, interact, or ask about past experiences using the past continuous tense	2
			(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner	2
			(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange	3
			(G5.2.1.1.6) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion)	2
			(G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion	3
			(G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions	3

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	G6	(G6.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement	2
			(G6.2.1.1.2) Confirm or ask for confirmation using question tags	2
			(G6.2.1.1.3) Talk using appropriate tenses (e.g., simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future)	2
			(G6.2.1.1.4) Talk about future plans using present continuous for future, going to, and will	2
			(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words	2
			(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions	3
			(G6.2.1.1.7) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion)	2
			(G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others	3
			(G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view	3

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	G7	(G7.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, e.g., <ul style="list-style-type: none"> • making offers and requests, • making suggestions, • expressing likes and dislikes, • expressing preferences, • giving advice using ought to, you'd better, • obligating and prohibiting, • making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone.) • expressing agreement and disagreement, • expressing opinion 	2
			(G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past	2
			(G7.2.1.1.3) Speak about future plans using going to, present continuous, will, may, and might	2
			(G7.2.1.1.4) Speak about future plans using present simple for fixed plans	2
			(G7.2.1.1.5) Confirm or check information using question tags	2
			(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively	3
			(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion	2
			(G7.2.1.1.8) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarize points of agreement and disagreement and justify personal views	3

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	G8	(G8.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, e.g., <ul style="list-style-type: none"> • making offers and requests, • making suggestions, • expressing likes and dislikes, • expressing preferences, • giving advice using ought to, you'd better, • obligating and prohibiting, • making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone), • expressing agreement and disagreement, • expressing opinion 	2
			(G8.2.1.1.2) Consolidate from grade 7 the ability to speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past	2
			(G8.2.1.1.3) Talk about past actions using the past perfect and the simple past	2
			(G8.2.1.1.4) Consolidate from grade 7 the ability to speak about future plans using going to, present continuous, will, may, and might	2
			(G8.2.1.1.5) Consolidate from grade 7 the ability to speak about future plans using present simple for fixed plans	2
			(G8.2.1.1.6) Consolidate from grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional	2
			(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively	3
			(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion	2
			(G8.2.1.1.9) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarize points of agreement and disagreement and justify personal views	3

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	G9	(G9.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions, e.g., <ul style="list-style-type: none"> • making offers and requests, • making suggestions, • giving advice using ought to, you'd better • warning, • obligating and prohibiting, • making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone.), • wishes (e.g., I wish I was...), • regrets (e.g., should, could have ...), • expressing opinion, • critiquing and reviewing (e.g., the best part was when...../ it was really good when...), • encouraging and inviting another speaker to continue (e.g., come in...) expressing reaction (e.g., indifference), • expressing interest, sympathy, and surprise (e.g., Wow, That's fantastic, Really? Tell me more., Oh you poor thing) 	2
			(G9.2.1.1.2) Consolidate from previous grades the ability to talk about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past	2
			(G9.2.1.1.3) Consolidate from previous grades the ability to talk about past actions using the past perfect, simple past, past continuous, and past perfect continuous	2
			(G9.2.1.1.4) Recount what someone has said using the reported speech in positive and negative statements	2
			(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively	3
			(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion	2
			(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal views	3

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	G10	(G10.2.1.1) Initiate, maintain, and conclude conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G10.2.1.1.1) Extend the ability to use expressions of: <ul style="list-style-type: none"> critiquing and reviewing (e.g., the best part was when...../ it was really good when....) encouraging and inviting another speaker to continue (e.g., come in..) 	2
			(G10.2.1.1.2) Use the expressions of: <ul style="list-style-type: none"> opinion and justification (one reason why...../ That's the reason), developing an argument (e.g., To begin with..../ As far as...../ It could be argued...), speculating (e.g., I wonder if.....), synthesizing, evaluating, glossing information (e.g., To sum up..., In short.....), modals of deduction and speculation(e, g, You should have/ You shouldn't have.....), modals: can't have/needn't have) 	3
			(G10.2.1.1.3) Talk about hypothetical past (e.g., you should have come) and past regrets (e.g., I wish you had listened carefully)	2
			(G10.2.1.1.4) Talk about unreal possibilities with the third conditional, in positive and negative statements	2
			(G10.2.1.1.5) Talk about finished actions in the future using future perfect and future perfect continuous	2
			(G10.2.1.1.6) Talk about future plans using future continuous and future perfect continuous	2
			(G10.2.1.1.7) Recount narratives, events, and personal experiences using simple past, past continuous, past perfect, and present perfect, as appropriate	3
			(G10.2.1.1.8) Discuss hypothesis using first and second conditionals, recount what someone has said using the reported speech in positive and negative statements	3
			(G10.2.1.1.9) Describe a multi-step process using the passive voice	3
			(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion	3
			(G10.2.1.1.11) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G10.2.1.1.12) Develop an argument and present a point of view to persuade the audience; discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal views	3

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	G11	(G11.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G11.2.1.1.1) Use expressions of: <ul style="list-style-type: none"> critiquing and reviewing constructively (e.g., It is an excellent....., but I think it would be.....), encouraging and inviting another speaker to continue (e.g., come in.), conceding a point (e.g., I see what you mean, but...../ I take your point), developing an argument systematically (e.g., It is clear that...../ It is generally accepted that.....), emphasizing a point, feeling, issue (e.g., The main point I'd like to emphasize is.....), expressing attitudes and feelings precisely (e.g., I'm afraid...../ I couldn't care less whether or not), expressing opinions tentatively, hedging (e.g., I assume/ It's supposed to be.....) expressing certainty, probability, doubt (e.g., Surely/ It is highly likely that...../ Is that settled, then?), expressing shades of opinion and certainty (e.g., There is no doubt about the fact that.....), responding to counterarguments (e.g., What you say may be true, however...../ You may be right, but I still think that.....), speculating and hypothesizing about causes and consequences (e.g., supposing he?/Well, if we don't do something.....) synthesizing, evaluating, glossing information (e.g., To cut a long story short,/ Another way of putting this would be.....) 	2
			(G11.2.1.1.2) Build upon and continue using a variety of language structures: <ul style="list-style-type: none"> Hypothetical past Expressing regrets with wish + past perfect Unreal possibilities with the third conditional Hypothetical language including first, second and third conditionals Reported speech 	2
			(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively	3
			(G11.2.1.1.4) Pose and respond to questions related to the current discussion; incorporate others into the discussion	2
			(G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal views	3
			(G11.2.1.1.7) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners	3

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Discussions And Collaboration	G12	(G12.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions	2
			(G12.2.1.1.2) Summarize monologues or conversations reporting what people say, demand or advise	3
			(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively	3
			(G12.2.1.1.4) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners	3
			(G12.2.1.1.5) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions	3
			(G12.2.1.1.6) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed	3
			(G12.2.1.1.7) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal view	3
Presentation of Knowledge	K2	(K2.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(K2.2.2.1.1) Recite songs, rhymes and action games using simple repetitive language with in-built or external repetition	1
			(K2.2.2.1.2) Add, give, and follow single-step directions	1
	G1	(G1.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(G1.2.2.1.1) Recite songs, rhymes and action games using simple repetitive language with in-built or external repetition	1
			(G1.2.2.1.2) Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings	1
			(G1.2.2.1.3) Add, give, and follow single-step directions	1
Presentation of Ideas	G2	(G2.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace	1
			(G2.2.2.1.2) Work collaboratively to prepare short oral reports about 2 grade appropriate topics and present them in class, incorporating visual displays as appropriate	2
			(G2.2.2.1.3) Add, give, and follow dual-step directions	2
	G3	(G3.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(G3.2.2.1.1) Collaboratively prepare a short oral report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace	3
			(G3.2.2.1.2) Deliver simple presentations using visual displays (e.g., illustrations, graphics, and charts) when appropriate to clarify ideas, thoughts, and feelings	2

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Presentation of Ideas	G4	(G4.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace	3
			(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts, and feelings	3
	G5	(G5.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organized manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace	3
			(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts, and feelings	3
	G6	(G6.2.2.1) Apply speaking skills to present information, concepts, and ideas effectively in a variety of situations	(G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasize main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation	3
			(G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts, and feelings	3
	G7	(G7.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations	(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations	3
			(G7.2.2.1.2) Deliver research presentations defining a thesis and summarizing all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources	3
	G8	(G8.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations	(G8.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations	3
			(G8.2.2.1.2) Deliver research presentations defining a thesis and summarizing all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources	3
	G9	(G9.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations	(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations	3
			(G9.2.2.1.2) Deliver research presentations defining a thesis, and summarizing all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources	3
	G10	(G10.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations	(G10.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, and sensory details in ways that enliven oral presentations	3
			(G10.2.2.1.2) Consolidate ability to present a description of a process related to other content area using the passive voice	2
			(G10.2.2.1.3) Deliver research presentations defining a thesis, and summarizing all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources	3

Domain: Speaking

Strand	Grade	Standards	Student Learning Outcomes	Level
Presentation of Ideas	G11	(G11.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations	(G11.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations	3
			(G11.2.2.1.2) Build upon and continue using a variety of language functions and expressions	2
			(G11.2.2.1.3) Consolidate ability to present a description of a process related to other content area using the passive voice	2
			(G11.2.2.1.4) Deliver persuasive arguments (including evaluation and analysis of problems, solutions, causes and effects), support assertions, clarify and defend positions, and anticipate and address counter arguments	3
			(G11.2.2.1.5) Deliver research presentations defining a thesis, and summarizing all relevant perspectives on the topic sequencing the ideas logically and using a variety of sources	3
	G12	(G12.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations	(G12.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations	3
			(G12.2.2.1.2) Consolidate ability to present a description of a process related to other content area using the passive voice	2
			(G12.2.2.1.3) Deliver persuasive arguments (including evaluation and analysis of problems, solutions, causes and effects), support assertions, clarify and defend positions, and anticipate and address counter arguments	3
			(G12.2.2.1.4) Deliver research presentations defining a thesis, and summarizing all relevant perspectives on the topic sequencing the ideas logically and using a variety of sources	3

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Print Concepts	K1	(K1.2.1.1) Develop and build knowledge of foundational reading skills	(K1.2.1.1.1) Distinguish between letters of the alphabet, numbers and words written in Arabic and in English script	2
			(K1.2.1.1.2) Understand that print moves from left to right across the page and from top to bottom	2
	K2	(K2.3.1.1) Develop and build knowledge of foundational reading skills	(K2.3.1.1.1) Track print in English from left to right, top to bottom and page-by-page	2
			(K2.3.1.1.2) Recognize that written words are made up of sequences of letters, and that words are combined to form sentences	2
			(K2.3.1.1.3) Identify and name all uppercase of the alphabet, learn and apply knowledge of alphabetical order; identify and name numbers from 1 to 5	2
	G1	(G1.3.1.1) Develop and build knowledge of foundational reading skills	(G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations; and tracking print in English from left to right, top to bottom and page by page	1
			(G1.3.1.1.2) Identify spaces between words; recognize that words are combined to form sentences; recognize the components of a sentence (e.g., capitalization, first word, ending)	1
			(G1.3.1.1.3) Identify and name all uppercase and lowercase letters of the alphabet, learn and apply knowledge of alphabetical order; identify and name numbers from 1 to 10	2
	G2	(G2.3.1.1) Develop and build knowledge of foundational reading skills	(G2.3.1.1.1) Students build upon and continue applying previously learnt skills	2
			(G2.3.1.1.2) Identify and name numbers from 1 to 10	1
	G3	(G3.3.1.1) Develop and build knowledge of foundational reading skills	(G3.3.1.1.1) Students build upon and continue applying previously learnt skills	2
	Phonological Awareness	K1	(K1.2.2.1) Demonstrate understanding of components of spoken words, syllables, and phonemes in Arabic as a foundation for initial exposure to English	(K1.2.2.1.1) Count and clap the syllables and sounds in his or her own name and words spoken orally in English
K2		(K2.3.2.1) Demonstrate understanding of spoken English words, syllables, and phonemes	(K2.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant	2
			(K2.3.2.1.2) Distinguish between letter names and letter sounds (phonemes)	2
			(K2.3.2.1.3) Demonstrate knowledge of short vowels, initial and final consonants, vowel sound /u/ (oo), Y as a vowel (penny, cry)	2
			(K2.3.2.1.4) Identify and create a series of rhyming words in response to an oral prompt	2
			(K2.3.2.1.5) Blend and segment words into syllables	2
			(K2.3.2.1.6) Blend the initial sound and the rime to make words	2

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Phonological Awareness	G1	(G1.3.2.1) Demonstrate understanding of spoken English words, syllables, and phonemes	(G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant	2
			(G1.3.2.1.2) Know the spelling sound for common consonant digraphs	1
			(G1.3.2.1.3) Distinguish between letter names and letter sounds (phonemes), using the letter names to spell words and the phonemes to read and spell words	2
			(G1.3.2.1.4) Consolidate short vowels, initial and final consonants, vowel Sound /u/ (oo), Y as a Vowel (penny, cry), from KG	1
			(G1.3.2.1.5) Identify and sound the phoneme grapheme correspondences: <ul style="list-style-type: none"> • medial consonants • consonant digraphs e.g., sh, wh, th, ch • consonant combinations e.g., ss, ll, ff, st, mp • consonant clusters e.g., st, sp, sn, sk, sw.sl • three letter clusters (e.g., spring) • long vowel sounds • vowel r sound • vowel digraphs (e.g., boat, rain, sea) 	2
			(G1.3.2.1.6) Identify and create a series of rhyming words in response to an oral prompt	3
			(G1.3.2.1.7) Blend sounds (phonemes) and consonant blends to produce single and multi-syllable words. (e.g., cat, hat, sat, fat, letter, water etc.); segment words into syllables; segment words into their components to spell them	2
			(G1.3.2.1.8) Add, delete, or substitute target sounds in one syllable words to change words or create new words (e.g., change cow to how)	3
	G2	(G2.3.2.1) Demonstrate understanding of spoken English words, syllables, and phonemes	(G2.3.2.1.1) Students consolidate hearing and saying of phonemes, and the phoneme-grapheme correspondences (e.g., s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position(e.g., /s/ /z/ in “see” and “has”	2
	G3	(G3.3.2.1) Demonstrate understanding of spoken English words, syllables, and phonemes	(G3.3.2.1.1) Students build upon and continue applying previously learnt skills	2
	G4	(G4.3.1.1) Demonstrate understanding of spoken English words, syllables, and phonemes	(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from grades 1, 2 and 3	1
			(G4.3.1.1.2) Know the vowel phonemes /eə/ /ɪə/ /ə/ and their corresponding common spelling	2

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Phonics	K2	(K2.3.3.1) Decode and read words by applying phonics and word analysis skills	(K2.3.3.1.1) Blend sounds in CVC patterns to make words	2
			(K2.3.3.1.2) Recognize short vowel sounds	1
			(K2.3.3.1.3) Read common high frequency sight words	1
	G1	(G1.3.3.1) Decode and read words by applying phonics and word analysis skills	(G1.3.3.1.1) Use knowledge of spelling-sound associations, e.g.; single consonants, hard sounds e.g., c as /k, g and as /g/, and soft sounds e.g., c as /s/ and g as /j/), short and long vowels, consonant blends (e.g; bl, cr), and digraphs (e.g., ph, sh, ch) vowel teams e.g., ai (as in rain), ay (day), ea (teach), ea (bread), ea (break), ee(free), ei (eight), ey (key), ie (piece), oa (road), oo (book), oo (room), ow (slow), and ue(true), and r-controlled vowels (e.g; her) to decode phonetically regular words	2
			(G1.3.3.1.2) Decode and read one syllable words (e.g., CVC cat, CVr car, V tea, VV boil, VCe bake); decode and read words with final –e (e.g., rose) and vowel digraphs (e.g., moon, boat)	2
			(G1.3.3.1.3) Read irregularly spelt high frequency sight words, words in common word families (e.g., late, gate/bat, hat), root words and affixes such as plurals, verb tense e.g., -ed, -s, -ing, compound words (e.g., cupboard) and contractions (e.g., isn't and aren't) in isolation, in phrases, and in simple sentences that are augmented with illustrations	2
	G2	(G2.3.3.1) Decode and read words by applying phonics and word analysis skills	(G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns	2
			(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade one to read regularly spelt one-syllable words	2
			(G2.3.3.1.3) Read irregularly spelt high frequency sight words, words of common word families (e.g., tale, male/ vest, rest (clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words	3
	G3	(G3.3.3.1) Decode and read words by applying phonics and word analysis skills	(G3.3.3.1.1) Decode and read unknown words using knowledge of syllable patterns	2
			(G3.3.3.1.2) Apply knowledge of consonant blends and common spelling patterns (e.g., qu, doubling the consonant and adding ing, changing y into ies to make plural)	2
			(G3.3.3.1.3) Read words of complex word families (e.g., ought, ight word families)	2
			(G3.3.3.1.4) Read words, with prefixes and suffixes, irregular contractions, and possessives	2
	G4	(G4.3.2.1) Decode and read words by applying phonics and word analysis skills	(G4.3.2.1.1) Build on and continue applying previously learnt print concepts	1
			(G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (e.g., CVC, CVr, V, VV boil, VCe and Cle)	1
(G4.3.2.1.3) Read unfamiliar multi-syllabic words applying sound correspondences, syllabication patterns, and roots and affixes			2	

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Fluency	K2	(K2.3.4.1) Read with accuracy and fluency	(K2.3.4.1.1) Read level appropriate text (e.g., emergent readers) with appropriate pace	1
			(K2.3.4.1.2) Read their own name and some names of other students from lists, or on books	1
	G1	(G1.3.4.1) Read with accuracy and fluency	(G1.3.4.1.1) Read grade-appropriate texts(e.g., emergent readers) accurately and smoothly with varied volume, expression, and appropriate phrasing and pace	2
	G2	(G2.3.4.1) Read with accuracy and fluency	(G2.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension, and in a manner that sounds like natural speech	2
	G3	(G3.3.4.1) Read with accuracy and fluency	(G3.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrate comprehension, and in a manner that sounds like natural speech	3
G4	(G4.3.3.1) Read with accuracy and fluency	(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts	3	
Comprehension Skills	K2	(K2.3.5.1) Read, understand and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills. (Using Arabic as necessary to aid expression and understanding, but referring to the text)	(K2.3.5.1.1) Participate in group reading activities led by the teacher	1
			(K2.3.5.1.2) Read and respond to information in classroom labels, signs, lists, and captions written in familiar words and simple phrases	1
			(K2.3.5.1.3) With help and support, answer questions about main ideas and key details using visual clues	2
			(K2.3.5.1.4) Identify the main elements of a story (e.g., characters, setting, and events)	3
	G1	(G1.3.5.1) Read, understand and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills. (Using Arabic as necessary to aid expression and understanding, but referring to the text)	(G1.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognize common types of text (e.g., storybooks, poems, informational text, etc.)	2
			(G1.3.5.1.2) Follow, recognize, and respond to simple instructions(e.g., read and do) written with familiar words to perform simple actions(e.g., color, write a, draw a,)	2
			(G1.3.5.1.3) Read and respond to information in classroom labels, post cards, signs, lists, and captions written in familiar words and simple phrases	2
			(G1.3.5.1.4) With guidance and support, ask and answer simple questions about main ideas and key details in simple emergent readers such as big books or other enlarged text using visual clues	3
			(G1.3.5.1.5) With guidance and support, retell main ideas, facts, and key details in a text; retell stories, including fables and folktales from diverse cultures (using Arabic as necessary); understand their central message, lesson or moral	3
			(G1.3.5.1.6) Join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader; use visual clues to identify the role of the author and illustrator; describe characters, settings and major events of a story, and make and conform predictions about what will happen next	2

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G2	(G2.3.5.1) Read, understand and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills	(G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognize common types of text (e.g., storybooks, poems, informational text, etc.)	2
			(G2.3.5.1.2) Follow, recognize, and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (e.g., and, first, then)	2
			(G2.3.5.1.3) Read and respond to information in classroom labels, signs, lists, and captions written in familiar words and simple phrases	2
			(G2.3.5.1.4) With guidance and support, ask and answer simple questions about main ideas and key details in simple emergent readers such as big books or other enlarged text using visual clues	2
			(G2.3.5.1.5) With support, retell main ideas, facts and key details in a text; retell stories, including fables and folktales from diverse cultures (using Arabic as necessary), and understand their central message, lesson or moral	3
			(G2.3.5.1.6) Use visual clues to identify the role of the author and illustrator; describe characters, settings, and major events in a story	3
			(G2.3.5.1.7) Make and conform predictions about forthcoming information	3
	G3	(G3.3.5.1) Read, understand and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills	(G3.3.5.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts	2
			(G3.3.5.1.2) Read and follow multi-step instructions with sequential organization	2
			(G3.3.5.1.3) Read and understand every day signs and notices: streets, restaurants, railway stations, directions, instructions, warnings and regulations	2
			(G3.3.5.1.4) Retell stories, including fables and folktales from diverse cultures in correct sequence; understand their central message, lesson, or moral	3
			(G3.3.5.1.5) Ask and answer questions to demonstrate understanding of a text, referring to what the text explicitly says	3
			(G3.3.5.1.6) Determine the main idea of a text and retell the key details	3
			(G3.3.5.1.7) Describe characters in a story (e.g., their traits, motivations and feelings), describe how they respond to major events	3
			(G3.3.5.1.8) Pick out key words and phrases to make and conform predictions about forthcoming information	3
(G3.3.5.1.9) Read and respond to informal letters and postcards from friends	3			

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G4	(G4.3.4.1) Read, understand and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills	(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts	2
			(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explains the text referring to explicitly stated or inferred information	3
			(G4.3.4.1.3) Summarize or retell main ideas, facts and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme	3
			(G4.3.4.1.4) Describe a character, setting, or event in a story	2
			(G4.3.4.1.5) Make and conform predictions about forthcoming information drawing on specific details in the text	3
			(G4.3.4.1.6) Read and respond to simple lists and notes (e.g., reminders to people and diaries)	2
			(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions etc.)	2
			(G4.3.4.1.8) Read and respond to informal letters, postcards, and emails	2
	G5	(G5.3.1.1) Read, understand, and respond to a variety of grade-appropriate texts to extract and construct meaning using a range of comprehension skills	(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts	2
			(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information	3
			(G5.3.1.1.3) Summarize the points made in an informational text and explain how each claim is supported by reasons and evidence	3
			(G5.3.1.1.4) Summarize or retell main ideas, facts, and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme	3
			(G5.3.1.1.5) Describe, compare and contrast two or more characters in a story, how they interact and impact the plot	3
			(G5.3.1.1.6) Make predictions about what will happen next drawing on specific details in the text	3
			(G5.3.1.1.7) Read and respond to letters, postcards, and emails setting out plans and making predictions for the future	3
			(G5.3.1.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience	3

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G6	(G6.3.1.1) Read, understand, and respond to a variety of grade-appropriate texts to extract and construct meaning, using a range of comprehension skills	(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems	2
			(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information	3
			(G6.3.1.1.3) Summarize or retell main ideas, facts, and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme	3
			(G6.3.1.1.4) Describe, compare, and contrast two or more characters in a story, how they interact and impact the plot	3
			(G6.3.1.1.5) Make predictions about forthcoming information drawing on specific details in the text	3
			(G6.3.1.1.6) Understand the purpose and content of a range of information texts (e.g., historical information, world knowledge, announcements)	3
			(G6.3.1.1.7) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience	3
			(G6.3.1.1.8) Read and discuss a variety of explanatory texts on topics of interest	3
			(G6.3.1.1.9) Read and understand basic procedural manuals with multi-steps and illustrations (e.g., how to use computer commands or video games)	3
	G7	(G7.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts, independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G7.3.1.1.1) Read a variety of genres (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes)	3
			(G7.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text	3
			(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports	3
			(G7.3.1.1.4) Retell or summarize a text orally, attending to differences between spoken and written language	2
			(G7.3.1.1.5) Read and respond to formal letters, setting out plans, and providing and requesting information	2

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G8	(G8.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts, independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G8.3.1.1.1) Read a variety of genres (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategie (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)	3
			(G8.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text	3
			(G8.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries, or reports	3
			(G8.3.1.1.4) Retell or summarize a text orally, attending to differences between spoken and written language	2
			(G8.3.1.1.5) Read and respond to formal letters, setting out plans, and providing and requesting information	2
			(G8.3.1.1.6) Read and follow multi-step directions for preparing applications (e.g., for a public library, bank saving account etc.), how-to-do, or how to use or install a simple mechanical device	2
			(G8.3.1.1.7) Read advertisements, brochures, and posters to locate an answer to a question or solve a problem; distinguish fact from opinion	3
			(G8.3.1.1.8) Read narratives to understand main ideas and details; analyze how a text reveals aspects of a character; make predictions and draw conclusions referring to the text	3

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G9	(G9.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts, independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G9.3.1.1.1) Read a variety of genres (e.g., autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 9; interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes)	3
			(G9.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text	2
			(G9.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of texts by creating outlines, summaries, or reports	3
			(G9.3.1.1.4) Retell or summarize a text orally, attending to differences between spoken and written language	2
			(G9.3.1.1.5) Read and respond to formal letters, setting out plans and providing and requesting information	2
			(G9.3.1.1.6) Read and follow multi-step directions for preparing applications (e.g., for a public library, bank saving account etc.), how-to-do, or how to use or install a simple mechanical device	2
			(G9.3.1.1.7) Read and evaluate advertisements, commercials, brochures, and posters to locate an answer to a question or solve a problem; note the use of persuasive language, distinguish fact from opinion, and truth from half-truth with reference to the text	3
			(G9.3.1.1.8) Read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text	3
			(G9.3.1.1.9) Read narratives to understand main ideas and details; analyze how a text reveals aspects of a character; make predictions and draw conclusions referring to the text	3

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G10	(G10.3.1.1) Read, comprehend and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for grade 10, interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)	3
			(G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text	2
			(G10.3.1.1.3) Read and understand different forms and purposes of persuasive text; distinguish between fact and opinion with reference to the text	2
			(G10.3.1.1.4) Analyze interactions between characters in a literary text, and explain the way those interactions affect the plot	3
			(G10.3.1.1.5) Read and evaluate advertisements, commercials, brochures, and posters to locate an answer to a question or solve a problem; note the use of persuasive language, distinguish fact from opinion, and truth from half-truth with reference to the text	3
			(G10.3.1.1.6) Read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text	3
			(G10.3.1.1.7) Read, understand, and evaluate different forms of argumentative text (e.g., discussions and debates)	3
			(G10.3.1.1.8) Locate and analyze print and digital references about content presented in their courses, and apply what they learn from sources to further their understanding of their coursework	3

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G11	(G11.3.1.1) Read, comprehend and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G11.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently, using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)	3
			(G11.3.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses in Arabic; evaluate the reliability of the source and infer information from evidence in the text	3
			(G11.3.1.1.3) Read and understand different forms and purposes of persuasive texts; distinguish between fact and opinion with reference to the text	3
			(G11.3.1.1.4) Extend the ability to read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text	3
			(G11.3.1.1.5) Read, understand, and evaluate different forms of argumentative text (e.g., discussions and debates)	3
			(G11.3.1.1.6) Extend the ability to analyze interactions between characters in a literary text, and explain the way those interactions affect the plot	3
			(G11.3.1.1.7) Contrast points of view (e.g., first and third person, limited or omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work; recognize how the same incidents in stories can be told from other points of view	3

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Comprehension Skills	G12	(G12.3.1.1) Read, comprehend and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids	(G12.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)	3
			(G12.3.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses in Arabic; evaluate the reliability of the source and infer information from evidence in the text	3
			(G12.3.1.1.3) Read and understand different forms and purposes of persuasive texts; distinguish between fact and opinion with reference to the text	3
			(G12.3.1.1.4) Extend the ability to read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text	3
			(G12.3.1.1.5) Read, understand, and evaluate different forms of argumentative text (e.g., discussions and debates)	3
			(G12.3.1.1.6) Extend the ability to analyze interactions between characters in a literary text, and explain the way those interactions affect the plot	3
			(G12.3.1.1.7) Contrast points of view (e.g., first and third person, limited or omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work; recognize how the same incidents in stories can be told from other points of view	3
Structural Organization	K2	(K2.3.6.1) Develop understanding of text using knowledge of text features and structure	(K2.3.6.1.1) Distinguish between stories and rhymes	2
			(K2.3.6.1.2) With prompting and support, use pictures and context to make and modify predictions about story content	2
	G1	(G1.3.6.1) Develop understanding of text using knowledge of text features and structure	(G1.3.6.1.1) Recognize and identify the basic features of narrative text genres (e.g., stories and fairy tale), and information text; use various text features (e.g., illustrations) to locate key facts in a text	2
			(G1.3.6.1.2) With help and guidance, read emergent readers to identify who is telling the story at various points in a text; identify the elements of plot, setting, and characters in a story, as well as the story's beginning, middle, and ending. (e.g., through answering simple questions)	2
			(G1.3.6.1.3) With help and guidance, read simple emergent readers to identify the organizational features of a text (e.g., sequence, cause and effect relationship)	2
			(G1.3.6.1.4) With prompting and support, use pictures and context to make and modify predictions about story content	3

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Structural Organization	G2	(G2.3.6.1) Develop understanding of text using knowledge of text features and structure	(G2.3.6.1.1) Recognize and identify the basic features of narrative text genres (e.g., stories and fairy tale) and information text; use various text features (e.g., headings, subheadings, and captions) to locate key facts in a text	2
			(G2.3.6.1.2) With help and guidance, read emergent readers to identify who is telling the story at various points in a text; identify the elements of plot, setting, and characters in a story, as well as the story's beginning, middle, and ending. (e.g., through answering simple questions)	2
			(G2.3.6.1.3) With help and guidance, read simple emergent readers to identify the organizational features of a text (e.g., sequence, cause and effect relationship)	2
	G3	(G3.3.6.1) Develop understanding of text using knowledge of text features and structure	(G3.3.6.1.1) Recognize and identify the basic features of narrative text genres (e.g., stories and fairy tale) and information text; use various text features (e.g., headings, subheadings, maps, charts) to locate key facts in a text	2
			(G3.3.6.1.2) Identify who is telling the story at various points in a text; identify the elements of plot, setting, and characters in a story, as well as the story's beginning, middle, and ending	1
			(G3.3.6.1.3) Identify the organizational features of a text (e.g., sequence)	2
	G4	(G4.3.5.1) Develop understanding of text using knowledge of text features and structure	(G4.3.5.1.1) Identify and describe the organizational structure of stories and personal recounts, and describe the differences between them	2
			(G4.3.5.1.2) Describe the key features of short factual recounts (e.g., opening, recount, closing statement) and information texts (e.g., introduction, details ordered by feature (e.g., chronological order, sequential, and description))	3
	G5	(G5.3.2.1) Develop understanding of text using knowledge of text features and structure	(G5.3.2.1.1) Recognize how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these feature to locate information	3
			(G5.3.2.1.2) Identify and describe the purpose and organizational structure of stories and personal recounts; describe the differences between them	3
			(G5.3.2.1.3) Describe the key features of short informational texts (e.g., introduction, details ordered by feature (e.g., chronological order, compare and contrast, cause and effect, sequential and description))	2

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Structural Organization	G6	(G6.3.2.1) Develop understanding of text using knowledge of text features and structure	(G6.3.2.1.1) Recognize how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these feature to locate information	3
			(G6.3.2.1.2) Identify and describe the purpose and organizational structure of stories and personal recounts; describe the differences between them	3
			(G6.3.2.1.3) Describe the key features of short informational texts (e.g., introduction, details ordered by feature (e.g., chronological order, compare and contrast, cause and effect, sequential and description)	2
			(G6.3.2.1.4) Use features of text organization to obtain knowledge (e.g., tables, pictures and diagrams)	2
	G7	(G7.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G7.3.2.1.1) Identify features of text organization used by an author including how the major sections contribute to the whole and to the development of the ideas (e.g., general opening statement followed by detailed description, use of headings and subheadings, organization into paragraphs etc.), and use the features to obtain information	2
			(G7.3.2.1.2) Identify an author's point of view or purpose in a text, and analyze how the author acknowledges or responds to conflicting evidence or viewpoints	3
			(G7.3.2.1.3) Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition, and support)	2
			(G7.3.2.1.4) Identify structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information	2
	G8	(G8.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G8.3.2.1.1) Identify features of text organization used by an author including how the major sections contribute to the whole and to the development of the ideas (e.g., general opening statement followed by detailed description, use of headings and subheadings, organization into paragraphs etc.), and use the features to obtain information	2
			(G8.3.2.1.2) Identify an author's point of view or purpose in a text, analyze how the author acknowledges or responds to conflicting evidence or viewpoints	3
			(G8.3.2.1.3) Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential, multi-step directions, or chronological order)	2
			(G8.3.2.1.4) Identify structural features of popular media (e.g., newspapers, magazines, online information, posters) and use the features to obtain information	2
			(G8.3.2.1.5) Identify structural features of explanatory text	2

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Structural Organization	G9	(G9.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G9.3.2.1.1) Identify features of text organization used by an author including how the major sections contribute to the whole and to the development of the ideas (e.g., general opening statement followed by detailed description, use of headings and subheadings, organization into paragraphs etc.), and use the features to obtain information	2
			(G9.3.2.1.2) Identify an author's point of view or purpose in a text, and analyze how the author acknowledges or responds to conflicting evidence or viewpoints	3
			(G9.3.2.1.3) Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential, multi-step directions, or chronological order)	2
			(G9.3.2.1.4) Identify structural features of popular media (e.g., newspapers, magazines, online information, posters) and use the features to obtain information	2
			(G9.3.2.1.5) Identify the structural features of persuasive texts (statement of position, arguments, conclusive statement)	2
	G10	(G10.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G10.3.2.1.1) Analyze in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa)	3
			(G10.3.2.1.2) Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his position and uses rhetorical techniques to advance that purpose or perspective	3
			(G10.3.2.1.3) Analyze how structure and order of events (e.g. parallel plots), time manipulation (e.g. pacing, flashbacks) create such effects as mystery, tension, or purpose	3
	G11	(G11.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G11.3.2.1.1) Analyze in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa)	3
			(G11.3.2.1.2) Determine an author's purpose in a text in which the rhetoric is particularly effective, analyzing how style, content, and rhetorical techniques contribute to the power, persuasiveness, or beauty of the text	3
			(G11.3.2.1.3) Analyze how structure and order of events (e.g. parallel plots), time manipulation (e.g. pacing, flashbacks) create such effects as mystery, tension, or purpose	3

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Structural Organization	G12	(G12.3.2.1) Build understanding of text using knowledge of structural organization and author's purpose and message	(G12.3.2.1.1) Analyze in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion, such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa)	3
			(G12.3.2.1.2) Determine an author's purpose in a text in which the rhetoric is particularly effective, analyzing how style, content, and rhetorical techniques contribute to the power, persuasiveness, or beauty of the text	3
			(G12.3.2.1.3) Analyze how structure and order of events (e.g. parallel plots), time manipulation (e.g. pacing, flashbacks) create such effects as mystery, tension, or purpose	3
Connection of Ideas	K2	(K2.3.7.1) Build understanding of text by making connections between ideas	(K2.3.7.1.1) Compare and contrast the adventures and experiences of characters in stories	3
			(K2.3.7.1.2) Connect the information and events in a text or a story to life experiences	3
	G1	(G1.3.7.1) Build understanding of text by making connections between ideas	(G1.3.7.1.1) Join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader to compare and contrast the adventures and experiences of characters in stories	3
			(G1.3.7.1.2) With prompting and support, read with the teacher to identify the reasons the author gives to support points in a text	3
			(G1.3.7.1.3) With prompting and support, identify and compare basic similarities between two texts on the same topic	3
			(G1.3.7.1.4) Connect the information and events in a text or a story to life experiences. (e.g., answer simple questions about the moral of a story)	3
	G2	(G2.3.7.1) Build understanding of text by making connections between ideas	(G2.3.7.1.1) Join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader to compare and contrast the adventures and experiences of characters in stories	2
			(G2.3.7.1.2) With prompting and support, read with the teacher to identify the reasons the author gives to support points in a text	2
			(G2.3.7.1.3) With prompting and support, identify and compare basic similarities between two texts on the same topic	2
			(G2.3.7.1.4) Compare and contrast versions of the same stories from different cultures	2
			(G2.3.7.1.5) Connect the information and events in a text or a story to life experiences. (e.g., answer simple questions about the moral of a story)	2
	G3	(G3.3.7.1) Build understanding of text by making connections between ideas	(G3.3.7.1.1) With prompting and support, compare and contrast versions of the same stories from different cultures	2
(G3.3.7.1.2) With prompting and support, identify and compare basic similarities between two texts on the same topic			2	
(G3.3.7.1.3) Connect the information and events in a text or a story to life experiences			3	

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Connection of Ideas	G4	(G4.3.6.1) Build understanding of text by making connections between ideas	(G4.3.6.1.1) Identify reasons or causes for incidents in a short narrative	3
			(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject	3
			(G4.3.6.1.3) Connect the information and events in a text or story to life experiences	3
	G5	(G5.3.3.1) Build understanding of text by making connections between ideas	(G5.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas	3
			(G5.3.3.1.2) Gather information from several texts or different media on the same topic to demonstrate understanding of the subject	3
			(G5.3.3.1.3) Connect the information and events in a text or a story to life experiences	3
	G6	(G6.3.3.1) Build understanding of text by making connections between ideas	(G6.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas	3
			(G6.3.3.1.2) Gather information from several texts or different media on the same topic to demonstrate understanding of the subject	3
			(G6.3.3.1.3) Connect the information and events in a text or a story to life experiences	3
	G7	(G7.3.3.1) Build understanding of text by evaluating specific claims, and synthesizing and making connections between ideas	(G7.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant, exaggerated, or distorted evidence	3
			(G7.3.3.1.2) Compare and contrast short stories, dramas, or poems read in English to its audio, filmed, staged, or multimedia versions, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)	2
			(G7.3.3.1.3) Compare and contrast informational print and digital material presented in Arabic and English to determine differences in perspectives, detail, and usefulness in answering specific question or presenting information	3
G8	(G8.3.3.1) Build understanding of text by evaluating specific claims and synthesizing and making connections between ideas	(G8.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence	3	
		(G8.3.3.1.2) Compare and contrast short stories, dramas, or poems read in English to its audio, filmed, staged or multimedia versions, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)	2	
		(G8.3.3.1.3) Read and comprehend English narratives, plays, and poems on important themes and literature written in Arabic on the same themes and discuss their similarities and differences	3	

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Connection of Ideas	G9	(G9.3.3.1) Build understanding of text by evaluating specific claims, and synthesizing and making connections between ideas	(G9.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence	3
			(G9.3.3.1.2) Compare and contrast short stories, dramas, or poems read in English to its audio, filmed, staged or multimedia versions, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)	2
			(G9.3.3.1.3) Read and comprehend English narratives, plays, and poems on important themes and literature written in Arabic on the same themes and discuss their similarities and differences	3
	G10	(G10.3.3.1) Build understanding of text by evaluating specific claims and synthesizing and making connections between ideas	(G10.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence	3
			(G10.3.3.1.2) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account	3
			(G10.3.3.1.3) Analyze seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts	3
	G11	(G11.3.3.1) Build understanding of text by evaluating specific claims and synthesizing and making connections between ideas	(G11.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence	3
			(G11.3.3.1.2) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account	3
			(G11.3.3.1.3) Analyze seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts	3
	G12	(G12.3.3.1) Build understanding of text by evaluating specific claims and synthesizing and making connections between ideas	(G12.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence	3
			(G12.3.3.1.2) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia) determining which details are emphasized in each account	3
			(G12.3.3.1.3) Analyze seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts	3

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Vocabulary & Lexis	K2	(K2.3.8.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading, and writing using various strategies and sources	(K2.3.8.1.1) Build an increasing number of high frequency words and phrases through listening, reading, or being read to; understand them when used by others, and produce these words themselves	2
		(K2.3.8.2) Use various strategies to determine meanings of words	(K2.3.8.2.1) Categorize pictures of objects (e.g., shapes, numbers, colors)	2
			(K2.3.8.2.2) Ask and answer questions to clarify the meanings of words	2
	G1	(G1.3.8.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading, and writing using various strategies and sources	(G1.3.8.1.1) Build an increasing number of high frequency words and phrases through listening, reading, or being read to; understand them when used by others, and produce these words themselves	2
			(G1.3.8.2) Use various strategies to determine meanings of words	(G1.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words
		(G1.3.8.2.2) Categorize words into common categories such as color, objects, time, sizes, distances, action words, and synonyms and antonyms		2
		(G1.3.8.2.3) Use frequently occurring affixes (e.g., plural s, un_, re_) and roots and their inflectional forms (go, goes, going, etc.) to determine the meanings of unknown words		2
	G2	(G2.3.8.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading, and writing using various strategies and sources	(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves	2
			(G2.3.8.2) Use various strategies to determine meanings of words	(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words
		(G2.3.8.2.2) Recognize relationships among words, including synonyms, antonyms, and homonyms		1
		(G2.3.8.2.3) Use frequently occurring affixes as a clue to the meaning of a word		2
		(G2.3.8.2.4) Ask and answer questions to clarify the meanings of words and phrases		2
		(G2.3.8.2.5) Use visual, print, and digital dictionary to find the meaning of a word; use digital dictionary to listen to the pronunciation of a word		2

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Vocabulary & Lexis	G3	(G3.3.8.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading, and writing using various strategies and sources	(G3.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves	2
		(G3.3.8.2) Use various strategies to determine meanings of words	(G3.3.8.2.1) Understand that context clues and, illustrations, headings, and subheadings may be used to help understand unknown words	2
			(G3.3.8.2.2) Recognize relationships among words, including synonyms, antonyms, and homophones	2
			(G3.3.8.2.3) Distinguish shades of meaning among closely related words	2
			(G3.3.8.2.4) Use frequently occurring affixes, and roots and their inflectional forms to determine the meaning of unknown words (e.g., look, looked, looking)	2
			(G3.3.8.2.5) Identify the meaning of an unknown word using a known word as a clue	2
			(G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases	2
			(G3.3.8.2.7) Use visual, print, and digital dictionary to find the meaning of a word; use digital dictionary to listen to the pronunciation of a word	2
	G4	(G4.3.7.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading, and writing using various strategies and sources	(G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves	2
		(G4.3.7.2) Use various strategies to determine meanings of words	(G4.3.7.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words	3
			(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (e.g., see/ sea) homographs (e, g., lead –to go first with followers behind/a type of metal), and multiple or nuanced meanings	2
			(G4.3.7.2.3) Apply knowledge of prefixes (e.g., un-, re-, pre-, bi), suffixes (e.g., -er, -est, -ful) roots, word patterns and known words to determine word meanings	3
			(G4.3.7.2.4) Distinguish shades of meaning among closely related words	2
			(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end	3
			(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown of words	2
(G4.3.7.2.7) Identify the figurative language (e.g., similes and metaphors); determine how figurative language provides meaning to works of literature	3			
(G4.3.7.2.8) Determine the meanings of idioms, connotative, and technical meaning in context	3			

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Vocabulary & Lexis	G5	(G5.3.4.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading and writing using various strategies and sources	(G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves	2
		(G5.3.4.2) Use various word decoding strategies to determine meanings of words	(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words	3
			(G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (e.g., see/ sea, ate/ eight) homographs (e.g., lead –to go first with followers behind/a type of metal), and multiple or nuanced meanings	2
			(G5.3.4.2.3) Apply knowledge of prefixes (e.g., un-, re-, pre-, bi), suffixes (e.g., -er, -est, -ful) roots, word patterns and known words to determine word meanings	2
			(G5.3.4.2.4) Distinguish shades of meaning among closely related words	2
			(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end	3
			(G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings words and phrases; use dictionaries or other online or print references to find other features of unknown of words	2
			(G5.3.4.2.7) Identify the figurative language (e.g., similes and metaphors); determine how figurative language provide meaning to works of literature	3
			(G5.3.4.2.8) Determine the meanings of idioms, connotative and technical meaning in context	3

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Vocabulary & Lexis	G6	(G6.3.4.1) Recognize, understand, build, and use basic vocabulary related to familiar topics in listening, speaking reading and writing using various strategies and sources	(G6.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves	2
		(G6.3.4.2) Use various word decoding strategies to determine meanings of words	(G6.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words	3
			(G6.3.4.2.2) Identify relationships among words including synonyms, antonyms, homophones, homographs, and multiple or nuanced meanings	2
			(G6.3.4.2.3) Apply knowledge of suffixes (e.g., -ing, -ly), prefixes (e.g., over-, un-) roots, word patterns, and known words to determine word meanings	2
			(G6.3.4.2.4) Distinguish shades of meaning among closely related words	2
			(G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end	3
			(G6.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases, and other features of unknown words	2
			(G6.3.4.2.7) Identify the figurative language (e.g., similes and metaphors); determine how figurative language provide meaning to works of literature	3
	(G6.3.4.2.8) Determine the meanings of idioms, connotative and technical meaning in context	3		
	G7	(G7.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech)	2
			(G7.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone	3
			(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast	2
			(G7.3.4.1.5) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	2

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Vocabulary & Lexis	G8	(G8.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech)	2
			(G8.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone	3
			(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast	2
			(G8.3.4.1.5) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	2
	G9	(G9.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G9.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech)	2
			(G9.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone	3
			(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast	2
			(G9.3.4.1.5) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	2
	G10	(G10.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G10.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G10.3.4.1.2) Identify and correctly use patterns of word changes (parts of speech)	2
			(G10.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone	3

Domain: Reading

Strand	Grade	Standards	Student Learning Outcomes	Level
Vocabulary & Lexis	G11	(G11.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G11.3.4.1.2) Identify and correctly use patterns of word changes (parts of speech)	2
			(G11.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone	3
	g12	(G12.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	(G12.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations	3
			(G12.3.4.1.2) Identify and correctly use patterns of word changes (parts of speech)	2
			(G12.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone	3

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Handwriting	K2	(K2.4.1.1) Develop handwriting skills	(K2.4.1.1.1) Write by moving from left to right and from top to bottom	2
			(K2.4.1.1.2) Write all uppercase and lowercase letters of the alphabet correctly	2
	G1	(G1.4.1.1) Develop handwriting skills	(G1.4.1.1.1) Write by moving from left to right and from top to bottom	1
			(G1.4.1.1.2) Write all uppercase and lowercase letters of the alphabet independently and legibly attending to the form and proper spacing of the letters	2
			(G1.4.1.1.3) Write legibly progressing from left to right; space letters, words, and sentences appropriately	2
	G2	(G2.4.1.1) Develop handwriting skills so as to write legibly	(G2.4.1.1.1) Form uppercase and lower case letters correctly	1
			(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately	1
			(G2.4.1.1.3) Develop familiarity with standard English keyboard	1
	G3	(G3.4.1.1) Develop handwriting skills	(G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words, and sentences appropriately	1
			(G3.4.1.1.2) Begin to use a word processor with an English script keyboard	2
	G4	(G4.4.1.1) Develop handwriting skills	(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practicing and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly)	1
	Writing Genres	G1	(G1.4.2.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts and speaking activities as models; use technology to publish writing	(G1.4.2.1.1) With prompting and support, compose simple logically connected sentences from known words to make a proposal to a particular audience (e.g. create simple picture/caption text about themselves and their interests)
(G1.4.2.1.2) Write simple notes to friends, family, or his or her teacher with reasonable accuracy				3
G2		(G2.4.2.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts and speaking activities as models; use technology to publish writing	(G2.4.2.1.1) With support, prompting, and highly independent writing, compose a simple logically connected paragraph linked to speaking and reading activities (e.g., simple stories, recounts, descriptions and captions); introduce the topic, provide simple facts and a conclusion	3
			(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards	3
			(G2.4.2.1.3) Independently write compound sentences using and, but	3

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Writing Genres	G3	(G3.4.2.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts and speaking activities as models; use technology to publish writing	(G3.4.2.1.1) Write a simple paragraphs of three or more coherently sequenced simple sentences, using simple past, present (simple and continuous), and future tenses; state the topic, provide details and a conclusion	3
			(G3.4.2.1.2) Produce simple short narratives, descriptions, and informal letters based on known stories or personal experiences, using past, present as required; use connectives to signify time and sequence; establish an introduction and include specific details and a conclusion	3
			(G3.4.2.1.3) Write multi-step instructions for making simple things or giving directions	3
	G4	(G4.4.2.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts and speaking activities as models; use technology to publish writing	(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in past simple, continuous present, and future tenses to describe events or characters in stories, using words and expressions from the text	3
			(G4.4.2.1.2) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions; use appropriate organizational structure and text features modeled by the reading texts, and organize ideas into a beginning, middle, and ending	3
			(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes, and captions for specific purpose and audience	3
			(G4.4.2.1.4) Write short personal letters, postcards, and emails to friends	3
	G5	(G5.4.1.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts as models; use technology to publish writing	(G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives	3
			(G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events	3
			(G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study	3
			(G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organizational structure and text features modeled by the reading texts; organize ideas into a beginning, middle, and ending	3
			(G5.4.1.1.5) Write simple instructions, lists, messages, and captions for specific purpose and audience	3
	G6	(G6.4.1.1) Apply the writing process to write about familiar topics for different purposes, and to specific audience, using reading texts as models; use technology to publish writing	(G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes	3
			(G6.4.1.1.2) Write narratives, descriptions of incidents and factual recounts with a connected sequence of events	3
			(G6.4.1.1.3) Write notes to summarize the main points of a read text, using key words from the text as needed	3
			(G6.4.1.1.4) Write multi-step instructions using appropriate sequence connectives	3

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Writing Genres	G7	(G7.4.1.1) Write for a range of tasks, purposes, and audience; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as interact and collaborate with others	(G7.4.1.1.1) Write texts of more than two paragraphs with simple compound and complex sentences, using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns	3
			(G7.4.1.1.2) Produce posters, brochures, leaflets, and advertisements	3
			(G7.4.1.1.3) Summarize the main points of a read text using key words from the text as needed	2
			(G7.4.1.1.4) Write notes to summarize the main points of a read text using key words from the text as needed	2
			(G7.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points	3
			(G7.4.1.1.6) Write reports in a standard form, including formatting (e.g., headings) and graphics; convey information and ideas on abstract and concrete topics, check information, and ask about and explain problems	3
			(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organize complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented	3
			(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language	3

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Writing Genres	G8	(G8.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others	(G8.4.1.1.1) Write texts of more than two paragraphs with 8 simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns	3
			(G8.4.1.1.2) Produce posters, brochures, leaflets and advertisements	3
			(G8.4.1.1.3) Summarize the main points of a read text using key words from the text as needed	2
			(G8.4.1.1.4) Write notes to summarize the main points of a read text using key words from the text as needed	2
			(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points	3
			(G8.4.1.1.6) Write reports in a standard form, include formatting (e.g., headings), and graphics; convey information and ideas on abstract and concrete topics, check information, ask about and explain problems	3
			(G8.4.1.1.7) Write expository compositions on a variety of topics to describe or explain something; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented	3
			(G8.4.1.1.8) Write multi-steps instructions and directions in a sequential form using appropriate connectors	3
	G9	(G9.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others	(G9.4.1.1.1) Write texts of three or more paragraphs with about 15 simple, compound, and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns	3
			(G9.4.1.1.2) Write notes to summarize the main points of a read text using key words from the text as needed	2
			(G9.4.1.1.3) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points	3
			(G9.4.1.1.4) Write reports in a standard form, include formatting (e.g., headings), and graphics; convey information and ideas on abstract and concrete topics, check information, ask about and explain problems	3
			(G9.4.1.1.5) Write persuasive texts in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented	3
			(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented	3

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Writing Genres	G10	(G10.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others	(G10.4.1.1.1) Write notes, emails, personal letters, and messages to convey information getting across important points	3
			(G10.4.1.1.2) Write reports in a standard form, include formatting (e.g., headings), and graphics; convey information and ideas on abstract and concrete topics, check information, ask about and explain problems	3
			(G10.4.1.1.3) Write persuasive texts of more than three paragraphs, in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented	3
			(G10.4.1.1.4) Write argumentative texts of more than three paragraphs in a variety of forms, using the organizational features of an argumentative text (e.g., an introduction that states the issues, arguments in favor and encounter argument, supplying evidence for each while using effective transitions to create cohesion; balance and weigh the argument, and provide a conclusion that restates the case and provides recommendations	3
			(G10.4.1.1.5) Write informative compositions on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented	3
			(G10.4.1.1.6) Write narrative compositions on variety of forms; engage the reader by setting out the situation; use narrative techniques (e.g.; dialogue, pacing, description and reflection) to develop experiences and events; create coherence through using a variety of techniques; use precise words and phrases to convey a vivid picture of the experience; provide an ending that follows from and reflects on the narrative	3
			(G10.4.1.1.7) Make notes from listening and reading, use the notes to present a summary of the main points of the text	2

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Writing Genres	G11	(G11.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others	(G11.4.1.1.1) Write persuasive texts of at least four paragraphs, in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented	3
			(G11.4.1.1.2) Write argumentative texts of at least four paragraphs in a variety of forms, using the organizational features of an argumentative text (e.g., an introduction that states the issues, arguments in favor and encounter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations	3
			(G11.4.1.1.3) Write informative compositions on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented	3
			(G11.4.1.1.4) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques (e.g.; dialogue, pacing, description and reflection) to develop experiences and events; create coherence through using a variety of techniques; use precise words and phrases to convey a vivid picture of the experience; provide an ending that follows from and reflects on the narrative	3
			(G11.4.1.1.5) Write formal and informal emails following the typical conventions of the genre (e.g., being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker)	3
			(G11.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text	2

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Writing Genres	G12	(G12.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others	(G12.4.1.1.1) Write persuasive texts of more than four paragraphs, in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented	3
			(G12.4.1.1.2) Write argumentative texts of more than four paragraphs in a variety of forms, using the organizational features of an argumentative text (e.g., an introduction that states the issues, arguments in favor and encounter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations)	3
			(G12.4.1.1.3) Write informative compositions on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented	3
			(G12.4.1.1.4) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques (e.g.; dialogue, pacing, description and reflection) to develop experiences and events; create coherence through using a variety of techniques; use precise words and phrases to convey a vivid picture of the experience; provide an ending that follows from and reflects on the narrative	3
			(G12.4.1.1.5) Write formal and informal emails following the typical conventions of the genre (e.g., being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker)	3
			(G12.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text	3

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Grammar & Usage	G1	(G1.4.3.1) Demonstrate command of English grammar and usage	(G1.4.3.1.1) Use grade-appropriate language structures e.g., <ul style="list-style-type: none"> • common and proper nouns, • common uncountable nouns, • Verb to be+adjective, verb to be+noun, verb to be (question or negative), • subject pronouns, • possessive adjectives, • adjective order, • singular and plural nouns, • demonstratives: This/that, • numerals, • pronouns, possessive pronouns, • verbs (simple present tense, present continuous tense: statements, questions and word order, and short answers), • imperatives, • adjectives, • prepositions of time and place e.g., in, on, at, • definite and indefinite articles, • There is and There are, • can, can't, • yes/no questions, • wh-questions, • state verbs such as need, want, love and hate 	2
			(G1.4.3.1.2) Write complete simple declarative, imperative, and exclamatory sentence in response to prompts	3
	G2	(G2.4.3.1) Demonstrate command of English grammar and usage	(G2.4.3.1.1) Use grade-appropriate language structures e.g., <ul style="list-style-type: none"> • common and proper nouns, • singular and plural nouns, • demonstratives, • numerals, • pronouns, possessive pronouns, • verbs (simple present tense, present continuous tense, for now), • past simple (regular), • past simple of verb to be, • imperatives, • adjectives, • prepositions of time and place, • definite and indefinite articles, • There is and There are, • quantifiers, • modals such as I can, I can't, • simple yes/no questions e.g., Is.....? Are....., • wh-questions, • conjunctions such as and, but • basic intensifiers 	2
			(G2.4.3.1.2) Write complete simple and compound declarative, imperative, and exclamatory sentence in response to prompts	2

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Grammar & Usage	G3	(G3.4.3.1) Demonstrate command of English grammar and usage	(G3.4.3.1.1) Use grade-appropriate language structures e.g., <ul style="list-style-type: none"> • common and proper nouns, • singular and plural nouns, • countable and uncountable nouns, • regular and irregular comparatives, • demonstratives, • numerals, • pronouns, possessive pronouns, • possessive 's, • verbs (simple present tense, present continuous tense for now and for near future, going to., simple past, regular and irregular), • imperatives, • adjectives, • adverbs of manner, adverbs of frequency, • prepositions of time and place, • definite and indefinite articles, • There is and There are, • quantifiers, • I can, I can't, I could, I couldn't, • I'd like, • yes/no questions, • wh-questions e.g., How much, How many, • coordinating conjunctions such as and, but, • sequence words e.g., first, then, next, finally • could for polite request, • must, have to for obligation, • mustn't for prohibition, • compound sentences with (but, because) 	2
			(G3.4.3.1.2) Write simple and compound declarative, imperative, and exclamatory sentence in response to prompts	3
			(G3.4.3.1.3) Use coordinating conjunctions (e.g., and, but)	2
	G4	(G4.4.3.1) Demonstrate command of English grammar and usage	(G4.4.3.1.1) Build on and continue applying concepts learned previously	2
			(G4.4.3.1.2) Use language structures of: <ul style="list-style-type: none"> • indefinite pronouns, • past habits: would, used to, • wh-questions in the past, • may, might for possibility, • prepositional phrases of place, time, and movement(e.g., inside, along with, in the middle), • comparatives and superlatives, regular and irregular, • compound sentences with but, • future in the past, • present perfect simple, present perfect continuous, • relative pronouns, • zero conditionals and first conditionals, • obligation and necessity(e.g., have to, must, • polite request (e.g., can.....please, could.....please) 	2
			(G4.4.3.1.3) Write simple, compound, and complex declarative, interrogative and exclamatory sentences	2
			(G4.4.3.1.4) Use coordinating conjunctions (e.g., and, but)	2

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Grammar & Usage	G5	(G5.4.2.1) Demonstrate command of English grammar and usage	(G5.4.2.1.1) Build on and continue applying concepts learned previously	2
			(G5.4.2.1.2) Use language structures of: <ul style="list-style-type: none"> • time phrases, • will for future time and promises, • past continuous, • past continuous interrupted by past simple, • verbs with gerund/ verbs with infinitive, • suggestions: Let's, why don't, should we... • possessives: 's and s', • sequence words: first, next, after that, finally. 	2
			(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences	2
			(G5.4.2.1.4) Use coordinating conjunctions (e.g., and, but)	2
	G6	(G6.4.2.1) Demonstrate command of English grammar and usage	(G6.4.2.1.1) Build on and continue applying concepts learned previously	2
			(G6.4.2.1.2) Use language structures of: <ul style="list-style-type: none"> • time phrases, • past continuous, • past continuous interrupted by past simple. 	2
			(G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences	2
	G7	(G7.4.2.1) Demonstrate command of English grammar and usage	(G7.4.2.1.1) Write using: <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous, • verbs in different forms (e.g., indicative, imperative, interrogative, conditional, and subjunctive), • active and passive voice • zero and definite articles, • first conditional, • deduction and assumption: must be, could be, can't be, • possibility: may, might and could, • expressing opinion, likes, dislikes, preference, agreement, and disagreement. • adjectives (comparative and superlative), • adverbs, relative adverbs (e.g., where and when), • prepositions, • phrasal verbs, • verbs that take gerund, • verbs that take infinitive • broader range of intensifiers such as too, enough, • passive voice, • collocations, • defining and non-defining relative clauses 	2
			(G7.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (e.g., if, when, unless, although)	2
			(G7.4.2.1.3) Use connecting words and phrases to link sentences (e.g., in addition, apart from, as a result..)	2

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Grammar & Usage	G8	(G8.4.2.1) Write demonstrating command of English grammar and usage	(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: <ul style="list-style-type: none"> • first conditional and second conditional, • If I were...., • present perfect, • present perfect continuous, • past perfect 	2
			(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (e.g., if, when, unless, although)	2
			(G8.4.2.1.3) Use connecting words and phrases to link sentences (e.g., even so, since)	2
	G9	(G9.4.2.1) Write demonstrating command of English grammar and usage	(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: <ul style="list-style-type: none"> • indirect speech, • collocations, • second conditional, 	2
			(G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions	2
			(G9.4.2.1.3) Use connecting words and phrases for time, order, reason, result, contrast, addition, condition, and concession (e.g., In spite of, Despite, even though, although.....)	2
	G10	(G10.4.2.1) Write demonstrating command of English grammar and usage	(G10.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: <ul style="list-style-type: none"> • would expressing habits in the past, • future continuous, • future perfect, • future perfect continuous, • needn't have, • extended phrasal verbs • third conditional 	2
			(G10.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions	2
			(G10.4.2.1.3) Extend the ability to use connecting words and phrases for time, order, reason, result, contrast, addition, condition, and concession (e.g., In spite of, Despite, even though, although.....)	2

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Grammar & Usage	G11	(G11.4.2.1) Write demonstrating command of English grammar and usage	(G11.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: <ul style="list-style-type: none"> • mixed conditionals in past, present and future, • modals in the past (e.g., You shouldn't have..../ I should have.../ You might have), • inversion with negative adverbials (e.g., Little does Michael suspect that.....), • all passive forms, • wish/ if only and regrets (e.g., If only, he would....), • extended phrasal verbs splitting (The policeman broke the fight up very quickly) 	2
			(G11.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis	2
	G12	(G12.4.2.1) Write demonstrating command of English grammar and usage	(G12.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: <ul style="list-style-type: none"> • written cohesive devices for reference (e.g., He was aggressive. My Boss., enumeration, and ellipses (e.g., Sade bought some oranges and Seun some guavas), • functional phrases for delivering presentations 	2
			(G12.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis	2
Writing Conventions	G1	(G1.4.4.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G1.4.4.1.1) Capitalize the first word of a sentence, dates, names of people, and the pronoun I	2
			(G1.4.4.1.2) Correctly use a period, question mark, and exclamation mark at the end of a sentence	2
			(G1.4.4.1.3) Correctly use commas to write dates and to separate items in a series	2
			(G1.4.4.1.4) Correctly spell words with common spelling patterns and common irregularly spelt words; spell unknown words drawing on phonemic awareness	2

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Writing Conventions	G2	(G2.4.4.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G2.4.4.1.1) Capitalize greetings, months and days of the week, titles and initial names and proper nouns	2
			(G2.4.4.1.2) Correctly use a period, question mark, or exclamation mark at the end of a sentence	2
			(G2.4.4.1.3) Correctly use commas to write dates and to separate items in a series	2
			(G2.4.4.1.4) Use apostrophe to form contractions	2
			(G2.4.4.1.5) Use commas in greetings, to separate items in a series. Correctly use commas in dates, and with sequence words	2
			(G2.4.4.1.6) Spell words with short and long vowel sounds, r controlled vowels and consonant blend patterns	2
			(G2.4.4.1.7) Use knowledge of short and long vowel sounds, vowel teams sounds, r-controlled sounds and consonant blends to spell words correctly	2
			(G2.4.4.1.8) Generalize learned spelling patterns; use knowledge of word families to spell words	2
			(G2.4.4.1.9) Spell common irregularly spelled grade appropriate high- frequency words	2
	G3	(G3.4.4.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G3.4.4.1.1) Capitalize appropriate words	2
			(G3.4.4.1.2) Correctly use a period, question mark, and exclamation mark at the end of a sentence	2
			(G3.4.4.1.3) Correctly use commas in dates to separate items in a series, and with sequence words	2
			(G3.4.4.1.4) Use apostrophes in contractions and singular possessives	2
			(G3.4.4.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words	2
	G4	(G4.4.4.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G4.4.4.1.1) Capitalize names of magazines, newspapers and organizations	1
			(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives	1
			(G4.4.4.1.3) Correctly use a comma before a coordinating conjunction, and to set off the words yes, and no, from the rest of the sentence	1
			(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words	2
	G5	(G5.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G5.4.3.1.1) Apply the rules of capitalization	1
			(G5.4.3.1.2) Correctly use apostrophes with contractions and possessives	1
(G5.4.3.1.3) Correctly use a comma before a coordinating conjunction in a compound sentence			2	
(G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words			2	

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Writing Conventions	G6	(G6.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G6.4.3.1.1) Apply the rules of capitalization	1
			(G6.4.3.1.2) Correctly use apostrophes	1
			(G6.4.3.1.3) Correctly use a comma before a coordinating conjunction in a compound sentence, with possessives, and to set off a question tag from the rest of the sentence	1
			(G6.4.3.1.4) Use colons to introduce a list	1
			(G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words	2
	G7	(G7.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G7.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses	2
	G8	(G8.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G8.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses	2
	G9	(G9.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G9.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses	2
	G10	(G10.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G10.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses	2
	G11	(G11.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G11.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses	2
	G12	(G12.4.3.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling	(G12.4.3.1.1) Build upon and continue applying conventions learnt previously	2
	Research Skills	K2	(K2.4.2.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(K2.4.2.1.1) With prompting and support, identify relevant sources of information on a topic (e.g., pictures and illustrations)
G1		(G1.4.5.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G1.4.5.1.1) With prompting and support, conduct simple research to answer simple research questions on a topic of interest, identify visual and text sources, organize and present information	3

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Research Skills	G2	(G2.4.5.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G2.4.5.1.1) With prompting and support, conduct simple research to answer simple research questions on a topic of interest, identify visual and text sources, organize and present information	3
	G3	(G3.4.5.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G3.4.5.1.1) Conduct short research on a topic of interest; identify the research question, locate information in print or digital sources, record, organize, and present information choosing from a variety of formats	3
	G4	(G4.4.5.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G4.4.5.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address	3
			(G4.4.5.1.2) Gather and select information form one or multiple print and/or non-print sources, appropriate to the writer's purpose, needs of the audience, context, and culture	3
			(G4.4.5.1.3) Summarize and organize the information in their own words giving credit to the source	3
			(G4.4.5.1.4) Present information, concepts, and ideas using a variety of formats	3
	G5	(G5.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G5.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address	3
			(G5.4.4.1.2) Gather and select information form one or multiple print and/or non-print sources appropriate to the writer's purpose, needs of the audience, context, and culture	3
			(G5.4.4.1.3) Summarize and organize the information in their own words giving credit to the source	3
			(G5.4.4.1.4) Present information, concepts, and ideas using a variety of formats	3
	G6	(G6.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G6.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address	3
			(G6.4.4.1.2) Gather and select information form one or multiple print and/or non-print sources, appropriate to the writer's purpose, needs of the audience, context and culture	3
			(G6.4.4.1.3) Summarize and organize the information in their own words giving credit to the source	3
			(G6.4.4.1.4) Present information, concepts, and ideas using a variety of formats	3

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Research Skills	G7	(G7.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G7.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, and synthesize information selectively to maintain the flow of ideas	3
			(G7.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G7.4.4.1.3) Cite sources following a standard format; avoid plagiarism and copying information	2
			(G7.4.4.1.4) Present information using multimedia components and visual displays	3
	G8	(G8.4.4.1) Conduct short research assignments and tasks related to content from academic course to build knowledge about the research process and the topic under study	(G8.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas	3
			(G8.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G8.4.4.1.3) Cite sources following a standard format, and avoid plagiarism and copying information	2
			(G8.4.4.1.4) Present information using multimedia components and visual displays	3
	G9	(G9.4.4.1) Conduct short research assignments and tasks related to content from academic course to build knowledge about the research process and the topic under study	(G9.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas	3
			(G9.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G9.4.4.1.3) Cite sources following a standard format (e.g., APA referencing style); avoid plagiarism and copying information	2
			(G9.4.4.1.4) Create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information	3

Domain: Writing

Strand	Grade	Standards	Student Learning Outcomes	Level
Research Skills	G10	(G10.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G10.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas	3
			(G10.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G10.4.4.1.3) Cite sources following a standard format (e.g., APA referencing style); avoid plagiarism and copying information	2
			(G10.4.4.1.4) Create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information	3
	G11	(G11.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G11.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas	3
			(G11.4.4.1.2) Use advanced features of search common engines to collect information, collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G11.4.4.1.3) Cite sources following a standard format (e.g., APA) and avoid plagiarism and copying information	2
			(G11.4.4.1.4) Create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information	3
	G12	(G12.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study	(G12.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas	3
			(G12.4.4.1.2) Use advanced features of search common engines to collect information, collaboratively construct knowledge, generate, produce, publish, update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically	3
			(G12.4.4.1.3) Cite sources following a standard format (e.g., APA referencing style) and avoid plagiarism and copying information	2
			(G12.4.4.1.4) Create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information	3

Performance Standards by Grade

Performance Level Descriptors (PLDs) describe the degree of knowledge and skill required for each performance level. PLDs provide a snapshot of students' academic characteristics, based on their performance in a given year or on a given assessment. These descriptors also give teachers, parents or guardians, and students more information about the typical skills and knowledge a student demonstrates during an assessment or the academic year. The following performance standards are organized on a scale with four levels:

Level 1 – Significantly below level. This is the lowest level of all four categories. At this level, a student fails to meet expectations and does not achieve his or her true potential.

Level 2 – Below level. At this level, a student demonstrates partial understanding of the concepts taught during the year but is not able to fully develop his or her potential. In other words, more work is needed for students to attain proficiency.

Level 3 – Achieves level. At this level, a student is able to fully comprehend the concepts taught during the school year. The student meets all expectations and demonstrates a good level of proficiency in the materials covered.

Level 4 – Advanced level. This is the highest level of all the categories. A student who reaches this level demonstrates an exemplary level of achievement, indicating outstanding accomplishment and realization of his or her true potential.

The tables below present the performance level descriptors from kindergarten to Grade 12 for the UAE English Standards. They have been cross-referenced with three additional sources:

1. Levels for the Test of English as a Foreign Language (TOEFL)⁷
2. The International English Language Testing System (IELTS) band scores⁸
3. The Lexile Framework for Reading Map⁹

The UAE English Standards PLDs present a continuum of learning that begins with kindergarten and continues throughout school. Language learning—in English, as in Arabic—is a developmental process, so the designation of TOEFL and IELTS levels as benchmarks for students' learning are approximations. Some students may progress more quickly than others, depending on their capacity for language learning and the opportunities they have to practice English outside of the school setting. The TOEFL and IELTS measure proficiency at only one moment in an English learner's continuum toward full proficiency. The Lexile Framework is a system for determining the reading level—or readability—of informational and literary texts, magazines, newspapers, and other modes of print communication. The Lexile system measures text complexity by balancing quantitative and qualitative aspects of text, such as word frequency, the ratio of familiar to technical vocabulary, structural complexity, language conventions, clarity, and sentence length. Many common English books and publications are benchmarked to Lexile levels, and a software tool (the Lexile Analyzer) is available for public use¹⁰.

⁷ETS TOEFL Proficiency Profile Proficiency Levels, Reading and Writing, Retrieved 20 June 2014 from http://www.ets.org/proficiencyprofile/scores/proficiency_classifications/levels

⁸See: <http://www.ielts.org/>

⁹See: <https://www.lexile.com/about-lexile/grade-equivalent/performance-standards/>; The Lexile framework for reading map: Matching readers with texts; Retrieved 29 June 2014 from: [http://cdn.lexile.com/m/cms_page_media/135/Lexile%20Map_8.5x11_FINAL_Updated_May_2013%20\(4\).pdf](http://cdn.lexile.com/m/cms_page_media/135/Lexile%20Map_8.5x11_FINAL_Updated_May_2013%20(4).pdf)

¹⁰See: <https://www.lexile.com/analyzer/>

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Kindergarten 1 and 2				
Listening and Speaking skills	<ul style="list-style-type: none"> Cannot communicate with others in English 	<ul style="list-style-type: none"> Greet peers and teachers in English, engage in brief conversations, and recognize some common English words 	<ul style="list-style-type: none"> Engage in conversations and discussions in English reluctantly, using mostly Arabic to provide and obtain information, express feelings and emotions Understand and use every day English expressions such as greetings 	<ul style="list-style-type: none"> Use primarily English in conversations with peers and teachers about a variety of familiar subjects and recognize the English form of many common words and expressions Understand what is said in simple English
Reading skills	<ul style="list-style-type: none"> Recognize few English letters Does not recognize common English words such as environmental print 	<ul style="list-style-type: none"> Recognize and name half of the English alphabet Recognize few English words at sight 	<ul style="list-style-type: none"> Recognize and name most of the English alphabet 	<ul style="list-style-type: none"> Read many common sight words Read consonants and some vowels
Writing skills	<ul style="list-style-type: none"> Write a few (if any) letters 	<ul style="list-style-type: none"> Write approximations of letters in English script, showing the "circle and stick" pattern of letters like /o/, /b/, etc 	<ul style="list-style-type: none"> Write consonants and some vowels 	<ul style="list-style-type: none"> Write words using English script or approximations of it and beginning spelling

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 1				
Listening skills	<ul style="list-style-type: none"> Recognize only a few words in English 	<ul style="list-style-type: none"> Recognize some words in English 	<ul style="list-style-type: none"> Ask and answer simple questions about books read aloud 	<ul style="list-style-type: none"> Understand and interpret spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school
Speaking Skills	<ul style="list-style-type: none"> Ask and answer questions in English, but is reluctant to do so 	<ul style="list-style-type: none"> Use multiple words in familiar categories, such as words to describe weather, color, shape, or size. 	<ul style="list-style-type: none"> Engage in conversations at least partially in English with peers and others Ask and answer some simple questions about the content of conversations 	<ul style="list-style-type: none"> Initiate and participate in conversations in English with peers and others Present information, concepts, and ideas to an audience of listeners on a variety of topics and in multiple modes
Reading Skills	<ul style="list-style-type: none"> Name letters in the English script Read a few English words in isolation or in context Point to pictures in simple English story books and explain in English 	<ul style="list-style-type: none"> Read some words in isolation and in context With help, Read simple story books in English, but cannot answer questions in English 	<ul style="list-style-type: none"> Read picture books and demonstrate comprehension by explaining and answering questions 	<ul style="list-style-type: none"> Understand and interpret written and spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school
Writing Skills	<ul style="list-style-type: none"> Cannot write all letters 	<ul style="list-style-type: none"> Write most of the uppercase and lowercase letters 	<ul style="list-style-type: none"> Write all uppercase and lowercase letters 	<ul style="list-style-type: none"> Present information, concepts, and ideas to an audience of readers on a variety of topics and in multiple modes

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 2				
Listening skills	<ul style="list-style-type: none"> Understand what is heard, but only at the literal level Gain some new vocabulary from listening to others 	<ul style="list-style-type: none"> Comprehend simple conversations on familiar topics but engage infrequently Increase vocabulary by listening to others 	<ul style="list-style-type: none"> Use context clues in English conversations to determine the meaning of unfamiliar words 	<ul style="list-style-type: none"> Answer questions that require some interpretation about what has been heard in English in most contexts
Speaking Skills	<ul style="list-style-type: none"> Understand some aspects of conversation, but cannot actively participate 	<ul style="list-style-type: none"> Recite poems from memory in English Help prepare oral report for others to present 	<ul style="list-style-type: none"> Engage in conversations by asking and answering relevant questions that build on others' ideas Lead efforts to prepare and present oral reports 	<ul style="list-style-type: none"> Engage in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong vocabulary and language base Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes
Reading Skills	<ul style="list-style-type: none"> Read simple words and sentences Understand what is read, but only at the literal level 	<ul style="list-style-type: none"> Comprehend most of what is read and ask questions for clarification 	<ul style="list-style-type: none"> Answer questions that require some interpretation about what has been read in English in most contexts 	<ul style="list-style-type: none"> Understand and interpret written English on a variety of topics, for a variety of purposes, and in a variety of contexts, both in and out of school Read stories and poems orally with fluency and recite memorized poems
Writing Skills	<ul style="list-style-type: none"> Annotate drawings with simple English. 	<ul style="list-style-type: none"> Write some English words and phrases to annotate drawings 	<ul style="list-style-type: none"> Write simple sentences in response to a prompt using grade appropriate structure with some errors. 	<ul style="list-style-type: none"> Write complete simple and compound declarative, imperative and exclamatory sentences using grade-appropriate language structures correctly

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 3				
Listening skills	<ul style="list-style-type: none"> Understand simple, texts in which all meaning is directly stated 	<ul style="list-style-type: none"> Attend to some word parts as clues to the meaning of English words (e.g. happy versus unhappy) 	<ul style="list-style-type: none"> Follow directions in English, and comprehend most of what is heard Predict word meanings based on English word parts and use them to create new words 	<ul style="list-style-type: none"> Understand and interpret spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school Understand and interact with speakers
Speaking Skills	<ul style="list-style-type: none"> Use phrases, but cannot complete sentences when participating in conversations or discussions using limited vocabulary 	<ul style="list-style-type: none"> Use very simple sentences when communicating in English with other, showing appropriate word choice 	<ul style="list-style-type: none"> Engage in conversations by asking and answering relevant questions that build on others' ideas, demonstrating command of vocabulary 	<ul style="list-style-type: none"> Engage in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong vocabulary and language base
Reading Skills	<ul style="list-style-type: none"> Read simple, well-illustrated texts in which all meaning is directly stated Use limited vocabulary when answering questions about what has been read 	<ul style="list-style-type: none"> Read to infer meaning in simple English texts and ask and answer questions about what has been read Discuss what has been read at a superficial level 	<ul style="list-style-type: none"> Read and comprehend higher level texts silently or orally Use precise vocabulary to describe analysis of what has been read or heard 	<ul style="list-style-type: none"> Understand and interpret written English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school
Writing Skills	<ul style="list-style-type: none"> Write few, simple, unconnected sentences about a topic using limited vocabulary 	<ul style="list-style-type: none"> Write simple and compound sentences using basic connectors, and showing nearly correct spelling and word choice 	<ul style="list-style-type: none"> Write simple paragraphs of three or more coherently connected sentences with some errors in grammar and spelling, and demonstrating proper word choice 	<ul style="list-style-type: none"> Write simple paragraphs of three or more coherently connected sentences using correct tense, form, punctuation and spelling, and demonstrating command of grammar and vocabulary

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 4				
Listening skills	<ul style="list-style-type: none"> Understand some of what is heard at a literal level Struggle to figure out unfamiliar English words 	<ul style="list-style-type: none"> Understand most of the content that has been heard, and make low-level inferences Use some strategies for acquiring new vocabulary from listening 	<ul style="list-style-type: none"> Understand and interpret spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts, both in and out of school 	<ul style="list-style-type: none"> Understand and paraphrase what is heard, adding additional details that elaborate on meaning or word choice or make comparisons to other works
Speaking Skills	<ul style="list-style-type: none"> Speak in simple English sentences, and use and comprehend some English expressions 	<ul style="list-style-type: none"> Engage in discussions and conversations on a range of familiar topics and sometimes express opinions or ask or answer questions 	<ul style="list-style-type: none"> Engage in wide-ranging conversations and discussions with peers, using full and accurate sentences and many common English expressions Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes, including oral presentations and print and digital texts 	<ul style="list-style-type: none"> Engage in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong vocabulary and language base
Reading Skills	<ul style="list-style-type: none"> Understand and restates what is read at a literal level and make low-level inferences in simple texts 	<ul style="list-style-type: none"> Interpret and paraphrase most of the content that has been read Read grade-appropriate books with some difficulty 	<ul style="list-style-type: none"> Understand and interpret written and spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts, both in and out of school 	<ul style="list-style-type: none"> Paraphrase what is read, orally and in writing, adding additional details that elaborate on meaning or word choice or make comparisons to other works Read and report on advanced-level books, both orally and in writing, produce accurate summaries and synthesize ideas
Writing Skills	<ul style="list-style-type: none"> Write very short reports, for simple purposes, using a combination of uppercase and lowercase printed letters 	<ul style="list-style-type: none"> Write short reports that are appropriate for some purposes and audiences, using a combination of uppercase and lowercase letters 	<ul style="list-style-type: none"> Present information, concepts, and ideas to an audience of readers on a variety of topics and in multiple modes, presentations and print and digital texts 	<ul style="list-style-type: none"> Write independently, with legible script, reports and other products that are well developed and coherent and that meet the demands of various tasks and audiences

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 5				
Listening skills	<ul style="list-style-type: none"> Provide a basic summary of information presented orally 	<ul style="list-style-type: none"> Summarize oral, presentations by providing key points and details, but cannot analyze or critique what has been heard Use somewhat diverse strategies and resources to determine the meaning of unfamiliar words 	<ul style="list-style-type: none"> Understand and interpret spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts, both in and out of school 	<ul style="list-style-type: none"> Identify main and supporting points in complex, oral presentations, compare, contrast, and critique different content and modes of presentation Apply word identification strategies flexibly and automatically and use diverse resources as needed
Speaking Skills	<ul style="list-style-type: none"> Communicate with others using primarily simple sentences, although at times losing the focus of conversations or demonstrating low levels of vocabulary 	<ul style="list-style-type: none"> Use varied sentence forms and appropriate vocabulary when talking. Compare and contrast books orally and in writing, using appropriate language to emphasize similarities and differences 	<ul style="list-style-type: none"> Engage in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong vocabulary and language base 	<ul style="list-style-type: none"> Speak and write in an engaging way that shows wide variety in sentence structure and word choices
Reading Skills	<ul style="list-style-type: none"> Provide a basic summary of information presented in writing, or using multimedia Compare and contrast simple books on familiar topics 	<ul style="list-style-type: none"> Summarize oral, print, or multimedia presentations by providing key points and details, but cannot analyze or critique what has been viewed, read, or heard 	<ul style="list-style-type: none"> Understand and interpret written English on a variety of topics, for a variety of purposes, and in a variety of contexts, both in and out of school 	<ul style="list-style-type: none"> Identify main and supporting points in complex oral, multimedia, or print presentations; compare, contrast, and critique different content and modes of presentation Read widely on different topics and compare and contrast what is read with high levels of analysis
Writing Skills	<ul style="list-style-type: none"> Write simple sentences on simple familiar topics. Begin to use technology to prepare written text for publication and sharing 	<ul style="list-style-type: none"> Use varied sentence forms and appropriate vocabulary when writing Use some aspects of technology to enhance written products 	<ul style="list-style-type: none"> Present information, concepts, and ideas to an audience of readers on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Integrate sophisticated graphics and other enhancements into written presentations

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 6				
Listening skills	<ul style="list-style-type: none"> Use primarily simple, direct sentence structure, without introductory or explanatory clauses, to express relationships, time, or contrasts 	<ul style="list-style-type: none"> Use different sentence patterns in most oral exchanges but may not always state relationships, time, or contrasts as logically and clearly as possible 	<ul style="list-style-type: none"> Engage in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong vocabulary and language base 	<ul style="list-style-type: none"> Consistently use varied and interesting sentence patterns and vocabulary choices in conversations and discussion, maintaining focus through oral exchanges and building on other participants' ideas and points
Speaking Skills	<ul style="list-style-type: none"> Prepare simple written or oral presentations alone or with peers, using some aspects of technology as part of the process 	<ul style="list-style-type: none"> Prepare short written or oral products for sharing with others, in which most words are spelled correctly and attention has been paid to most grammatical conventions Take advantage of technology to create text 	<ul style="list-style-type: none"> Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Write at length and speak coherently and logically in many different modes and for different purposes, using correct spelling and adhering to English conventions, and taking advantage of technology to enhance work
Reading Skills	<ul style="list-style-type: none"> Interpret and analyze print and multi-media literary and informational texts about familiar topics or themes, focusing primarily on main idea development, characters, etc Have some difficulty determining the meaning of nuanced or specialized language, presented orally or in text 	<ul style="list-style-type: none"> Comprehend and interpret most written English, especially when focused on familiar topics Interpret most spoken English in and out of school and communicate willingly with others in English 	<ul style="list-style-type: none"> Understand and interpret written and spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school 	<ul style="list-style-type: none"> Read deeply to interpret complex, print, and multimedia literary and informational text, critique the content and the presentation mode, and make suggestions for how the ideas could be better communicated Understand and correctly use figurative, connotative, nuanced language, including English figures of speech, presented orally or in text
Writing Skills	<ul style="list-style-type: none"> Prepare simple written presentations alone or with peers, using some aspects of technology as part of the process 	<ul style="list-style-type: none"> Prepare short written products for sharing with others, in which most words are spelled correctly and attention has been paid to most grammatical conventions Take advantage of technology to create text 	<ul style="list-style-type: none"> Present information, concepts, and ideas to an audience of readers on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Write at length, coherently and logically, in many different modes and for different purposes, using correct spelling and adhering to English conventions, and taking advantage of technology to enhance work

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 7				
Listening skills	<ul style="list-style-type: none"> Limited ability to analyze spoken English when engaging in conversation 	<ul style="list-style-type: none"> Misinterpret or miss some nuances of language or meaning when comparing material presented orally 	<ul style="list-style-type: none"> Understand and interpret spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school 	<ul style="list-style-type: none"> Apply sophisticated analytic skills in a variety of oral contexts, both in school and out of school, to deepen comprehension and appreciation
Speaking Skills	<ul style="list-style-type: none"> Engage in conversations and discussions primarily for social interactions or information transfer Prepare simple oral presentations but cannot engage with audience for an extended period of time Have limited strategies for figuring out unfamiliar words 	<ul style="list-style-type: none"> Engage in relatively short conversations to achieve specific goals or purposes Prepare oral presentations that are correct but rarely creative, detailed, extended, or enhanced by technology 	<ul style="list-style-type: none"> Engage in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong vocabulary and language base Present information, concepts, and ideas to an audience of listeners on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Engage in extended conversations that seek to meet specific goals, such as problem solving or resolving issues, using media as appropriate, restating what is said, and focusing participants on the particular purpose Consistently prepare oral presentations that challenge listeners to think deeply, often enhancing or sharing products via technology
Reading Skills	<ul style="list-style-type: none"> Limited ability to interpret written or visual material presented in English 	<ul style="list-style-type: none"> Misinterpret or miss some nuances of language or meaning when comparing material presented in print 	<ul style="list-style-type: none"> Understand and interpret written English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school 	<ul style="list-style-type: none"> Apply sophisticated analytic skills in a variety of written contexts, both in school and out of school, to deepen comprehension and appreciation
Writing Skills	<ul style="list-style-type: none"> Write short narrative and informational pieces that present the theme and ideas in a direct, unelaborated style 	<ul style="list-style-type: none"> Prepare written products that are correct but rarely creative, detailed, extended, or enhanced by technology 	<ul style="list-style-type: none"> Present information, concepts, and ideas to an audience of readers on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Consistently write extended, well-developed literary works that challenge readers to think deeply, often enhancing or sharing products via technology

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 8				
Listening skills	<ul style="list-style-type: none"> Misinterpret or miss aspects of oral texts that are needed for deep comprehension 	<ul style="list-style-type: none"> Occasionally misinterpret nuances of language or significance of aspects of an oral text and gain incomplete comprehension 	<ul style="list-style-type: none"> Understand and interpret spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school 	<ul style="list-style-type: none"> Consistently analyze purpose, language, and other elements in texts to develop and deepen comprehension of what is heard, or seen
Speaking Skills	<ul style="list-style-type: none"> Adjust oral language in some contexts but may not always determine when listeners are not understanding what is being said 	<ul style="list-style-type: none"> Successfully adjust oral language or vocabulary level in most but not all contexts 	<ul style="list-style-type: none"> Engage in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong vocabulary and language base 	<ul style="list-style-type: none"> Consistently adapt oral language and vocabulary choices to accommodate context by judging whether listeners are comprehending what is being said
Reading Skills	<ul style="list-style-type: none"> Misinterpret or miss aspects of written texts that are needed for deep comprehension 	<ul style="list-style-type: none"> Occasionally misinterpret nuances of language or significance of aspects of print text and gain incomplete comprehension 	<ul style="list-style-type: none"> Understand and interpret written English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school 	<ul style="list-style-type: none"> Consistently analyze purpose, language, and other elements in texts to develop and deepen comprehension of what is read
Writing Skills	<ul style="list-style-type: none"> Occasionally need support in developing written products 	<ul style="list-style-type: none"> Work with others in creating large written products, but cannot play direct planning role 	<ul style="list-style-type: none"> Present information, concepts, and ideas to an audience of readers on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Assume a leadership role when creating elaborate written products

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 9				
Listening skills	<ul style="list-style-type: none"> Apply some language-related skills and knowledge learned in Arabic or English to strengthen learning in the other language 	<ul style="list-style-type: none"> Transfer oral skills and knowledge across Arabic and English on most occasions 	<ul style="list-style-type: none"> Understand and interpret spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts, both in and out of school 	<ul style="list-style-type: none"> Consistently draw on knowledge, skills, and abilities acquired in Arabic to strengthen understanding of and performance in English
Speaking Skills	<ul style="list-style-type: none"> Apply English language skills in most school tasks where needed but with somewhat varied levels of fluency, accuracy, and understanding Produce simple oral presentations that focus on simple familiar topics and show varying levels of proficiency depending on the task and purpose 	<ul style="list-style-type: none"> Apply a wide range of oral language skills to accomplish most tasks and purposes in academic and non-academic contexts 	<ul style="list-style-type: none"> Engage in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong vocabulary and language base Present information, concepts, and ideas to an audience of listeners on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Consistently and confidently apply English oral skills and abilities in most academic and non-academic contexts and for most purposes
Reading Skills	<ul style="list-style-type: none"> Apply some language-related skills and knowledge learned in Arabic or English to strengthen learning in the other language 	<ul style="list-style-type: none"> Transfer skills and knowledge across Arabic and English on most occasions 	<ul style="list-style-type: none"> Understand and interpret written English on a variety of topics, for a variety of purposes, and in a variety of contexts, both in and out of school 	<ul style="list-style-type: none"> Consistently draw on knowledge, skills, and abilities acquired in Arabic to strengthen understanding of and performance in English
Writing Skills	<ul style="list-style-type: none"> Produce simple written presentations that focus on simple familiar topics and show varying levels of proficiency depending on the task and purpose 	<ul style="list-style-type: none"> Apply writing skills and abilities in English in multiple language settings, including online, and accomplish most purposes 	<ul style="list-style-type: none"> Present information, concepts, and ideas to an audience of readers on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Apply English writing skills and abilities successfully in a wide range of areas, sharing drafts and completed work with others, receiving and acting on feedback and ideas for improvement

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 10				
Listening skills	<ul style="list-style-type: none"> Possess a limited range of strategies for analyzing spoken English in which ideas and assumptions are implied rather than directly stated 	<ul style="list-style-type: none"> Infer most implied meanings in spoken English and analyze most multi-media and digital texts for meaning, relevance, and accuracy 	<ul style="list-style-type: none"> Understand and interpret spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school 	<ul style="list-style-type: none"> Consistently apply high level analytic skills to deepen comprehension and appreciation of oral, visual, and digital texts, and search resources to strengthen understanding of topics and issues
Speaking Skills	<ul style="list-style-type: none"> Present and support ideas most successfully in small groups, asking and answering questions and expressing opinions and ideas about a variety of topics Prepare short but mostly accurate oral products to share with others 	<ul style="list-style-type: none"> Participate effectively in most large and small groups of people, in which opinions and ideas are shared freely, supported, and discussed in English Prepare oral products to share with listeners, (including products delivered using technology) that are mostly technically accurate but on a narrow range of topics 	<ul style="list-style-type: none"> Engage in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong vocabulary and language base Present information, concepts, and ideas to an audience of listeners on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Consistently demonstrate high levels of competence and flexibility in groups of all sizes and composition, expressing and supporting ideas and opinions with clarity and logic Skillfully use technology to locate information, and share ideas with listeners, displaying strong critical judgment in analyzing and critiquing media and digital texts
Reading Skills	<ul style="list-style-type: none"> Possess a limited range of strategies for analyzing written English in which ideas and assumptions are implied rather than directly stated 	<ul style="list-style-type: none"> Infer most implied meanings in written English and analyze most multi-media and digital texts for meaning, relevance, and accuracy 	<ul style="list-style-type: none"> Understand and interpret written English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school 	<ul style="list-style-type: none"> Consistently apply high level analytic skills to deepen comprehension and appreciation of written and digital texts, and search resources to strengthen understanding of topics and issues
Writing Skills	<ul style="list-style-type: none"> Prepare short but mostly accurate written products to share with others 	<ul style="list-style-type: none"> Prepare written products to share with readers (including products delivered using technology) that are mostly technically accurate but on a narrow range of topics 	<ul style="list-style-type: none"> Present information, concepts, and ideas to an audience of readers on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Skillfully use technology to locate information, and share ideas with readers, displaying strong critical judgment in analyzing and critiquing media and digital texts

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 11				
Listening skills	<ul style="list-style-type: none"> Occasionally interpret and analyze oral, visual, or digital material at literal or supervision levels in some language contexts 	<ul style="list-style-type: none"> Interpret and analyze most oral, visual, and digital texts in English in most language contexts 	<ul style="list-style-type: none"> Understand and interpret spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school 	<ul style="list-style-type: none"> Consistently interpret and analyze oral texts in English, including sophisticated use of Internet resources
Speaking Skills	<ul style="list-style-type: none"> Express opinions and ideas in conversations and discussions, although with less clarity than shown by some peers Deliver presentations, although these are usually relatively short and frequently show less analysis and depth than those of peers 	<ul style="list-style-type: none"> Engage in conversations and discussions in academic and non-academic settings, usually showing strong vocabulary and attention to the conventions of English grammar, but sometimes unable to support ideas fully in English Deliver presentations that usually show analysis and correct application of English conventions but may not always fully satisfy the task or purpose or cover all aspects of a topic 	<ul style="list-style-type: none"> Engage in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong vocabulary and language base Present information, concepts, and ideas to an audience of listeners on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Participate in a wide range of verbal exchanges with different audiences and for different purposes, consistently adjusting interaction style as needed and supporting and explaining ideas, options, and perspectives Consult and apply varied resources in English and Arabic when preparing presentations and can switch easily and effectively between English and Arabic when presenting oral products
Reading Skills	<ul style="list-style-type: none"> Occasionally interpret and analyze written, or digital material at literal or supervision levels in some language contexts 	<ul style="list-style-type: none"> Interpret and analyze most written, and digital texts in English in most language contexts 	<ul style="list-style-type: none"> Understand and interpret written English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school 	<ul style="list-style-type: none"> Consistently interpret and analyze written, texts in English, including sophisticated use of Internet resources
Writing Skills	<ul style="list-style-type: none"> Prepare written products and presentations, although these are usually relatively short and frequently show less analysis and depth than those of peers 	<ul style="list-style-type: none"> Prepare written products that usually show analysis and correct application of English conventions but may not always fully satisfy the task or purpose or cover all aspects of a topic 	<ul style="list-style-type: none"> Present information, concepts, and ideas to an audience of readers on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Consult and apply varied resources in English and Arabic when writing, and can switch easily and effectively between English and Arabic when presenting writing products

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
Domain	What can a Level 1 student do or not do?	What can a Level 2 student do?	What can a Level 3 student do?	What can a Level 4 student do?
Grade 12				
Listening skills	<ul style="list-style-type: none"> Demonstrate incomplete comprehension of some oral, or visual material in some academic or nonacademic language contexts 	<ul style="list-style-type: none"> Comprehend most oral, visual, or digital material in most language academic or non-academic contexts 	<ul style="list-style-type: none"> Understand and interpret spoken English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school 	<ul style="list-style-type: none"> Consistently understand and use skills in all oral academic and non-academic contexts, applying analytic and evaluative strategies to strengthen comprehension
Speaking Skills	<ul style="list-style-type: none"> Engage in discussions and conversations in English by offering (but not fully supporting or explaining) ideas and opinions 	<ul style="list-style-type: none"> Engage productively in discussions and conversations about many topics with strong but not always precise vocabulary Present information and ideas orally, that are short and have few technical errors in English 	<ul style="list-style-type: none"> Engage in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong vocabulary and language base Present information, concepts, and ideas to an audience of listeners on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Engage fully in a wide range of conversations and discussions, expressing and supporting ideas and opinions with well-formed, clearly articulate statements and precise vocabulary Demonstrate high levels of English language oral skills in all contexts with high levels of fluency and strong word choice
Reading Skills	<ul style="list-style-type: none"> Demonstrate incomplete comprehension of written material in some academic or nonacademic language contexts 	<ul style="list-style-type: none"> Comprehend most written, or digital material in most language academic or non-academic contexts 	<ul style="list-style-type: none"> Understand and interpret written English on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school 	<ul style="list-style-type: none"> Consistently understand and use skills in all written academic and non-academic contexts, applying analytic and evaluative strategies to strengthen comprehension
Writing Skills	<ul style="list-style-type: none"> Write short but correct English products to be shared with others 	<ul style="list-style-type: none"> Present information and ideas in written format that are short and have few technical errors in English 	<ul style="list-style-type: none"> Present information, concepts, and ideas to an audience of readers on a variety of topics and in multiple modes 	<ul style="list-style-type: none"> Demonstrate high levels of English language writing skills in all contexts, with high levels of accuracy and strong word choice

In addition to meeting the Performance Standards listed above, UAE students learning English are expected to meet international benchmarks according to the Common European Framework (CERF), the Test of English as a Foreign Language (TOEFL) levels, and the International Test of English Language System (ITELS). They are also expected to be able to read books in English that match the grade-level expectations determined by the Lexile Framework of “leveling” books. These expectations for advanced level students are presented in Table 7. A full discussion of these expectations is also presented in Tables 8, 9 and 10.

Table 7: Expectations for UAE Students’ Accomplishments on International Benchmarks

Grade Level	CERF	TOEFL	ITELS
End of Kindergarten (KG2)			
End of Grade 3	Level A1	8-12 Speaking	KET 45-59
End of Grade 6	Level A2	13-18 Speaking 11-16 Writing	PET 45 -59
End of Grade 8	Level B1	57-86	4 - 5
End of Grade 10	Level B2	87-109	5 - 6.5
End of Grade 12	Level C1	110-120	7 - 8

Table 8: Common European Framework of Reference for Languages: Common Reference Levels

C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, and reconstruct arguments and accounts in a coherent presentation. Can express himself or herself spontaneously and extremely fluently, differentiating finer shades of meaning even in more complex situations.
C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express himself or herself fluently and spontaneously without much obvious searching for expression. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connections, and cohesive devices.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interactions with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics, that are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and can briefly give reasons and explanations for opinions and plans.
A2	Can understand sentences and frequently used expressions related to areas of the most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his or her background, immediate environment, and matters in areas of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself or herself and others and can ask and answer questions about personal details (such as where he or she lives, people he or she knows and things he or she has). Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 9: Test of English as a Foreign Language (TOEFL) Level Expectations for Reading and Critical Thinking and Writing

TOEFL Proficiency Level Expectations	Reading and Critical Thinking	Writing
1	<p>Recognize factual material explicitly presented in a reading passage</p> <p>Understand the meaning of particular words or phrases in the context of a reading passage</p>	<p>Recognize agreement among basic grammatical elements (e.g. nouns, verbs, pronouns, and conjunctions)</p> <p>Recognize appropriate transition words</p> <p>Recognize incorrect word choice</p> <p>Order sentences in a paragraph</p> <p>Order elements in an outline</p>
2	<p>Synthesize material from different sections of a passage</p> <p>Recognize valid inferences derived from material in a passage</p> <p>Identify accurate summaries of a passage or of significant sections of the passage</p> <p>Understand and interpret figurative language</p> <p>Discern the main idea, purpose, or focus of a passage or a significant portion of the passage</p>	<p>Incorporate new material into a passage</p> <p>Recognize agreement among basic grammatical elements (e.g. nouns, verbs, pronouns, and conjunctions) when these elements are complicated by intervening words or phrases</p> <p>Combine simple clauses into single, more complex combinations</p> <p>Recast existing sentences into new syntactic combinations</p>
3	<p>Evaluate competing casual explanations</p> <p>Evaluate hypotheses for consistency with known facts</p> <p>Determine the relevance of information for evaluating an argument or conclusion</p> <p>Determine whether an artistic interpretation is supported by evidence contained in a work</p> <p>Recognize the salient features of themes in a work of art</p> <p>Evaluate the appropriateness of procedures for investigating a question or causation</p> <p>Evaluate data for consistency with known facts, hypotheses, or methods</p>	<p>Discriminate between appropriate and inappropriate use of parallelism</p> <p>Discriminate between appropriate and inappropriate use of idiomatic language</p> <p>Recognize redundancy</p> <p>Discriminate between correct and incorrect constructions</p> <p>Recognize the most effective revision of a sentence</p>

Table 10: International English Language Testing System (IELTS) Bands

IELST Band Level		Band Descriptors
9	Expert User	Student has fully operational command of English: appropriate, accurate, and fluent with complete understanding.
8	Very Good User	Student has fully operational command of English with only occasional unsystematic inaccuracies.
7	Good User	Student has operational command of English, though with occasional misunderstandings in some situations; generally handles complex language well and understands detailed reasoning.
6	Competent User	Student has generally effective command of English despite some inaccuracies, and misunderstandings; can use and understand fairly complex language, particularly in familiar situations.
5	Modest User	Student has partial command of English, coping with overall meaning in most situations, though is likely to make many mistakes; should be able to handle basic communication.
4	Limited Use	Student's basic competence is limited to familiar situations; has frequent problems with understanding and impression; is not able to use complex language.
3	Extremely Limited User	Student conveys and understands only general meanings in very familiar situations; frequent breakdowns in communication occur.
2	Intermittent User	Student is not really able to communicate, except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs; has great difficulty understanding spoken and written English.
1	Non-User	Student essentially has no ability to use the language beyond a few isolated words.

Table 11 : Lexile Grade Correspondence Chart

Grade	Lexile per 2012 *CCSS	Lexile Text Demand Study 2009 ^IQR	FLESCH Reading Ease	FRY	FOG	SMOG	# of Readings
1	190L to 530L	230L to 420L	150-100	-	7.4	8.3	19
2	420L to 650L	450L to 570L	100-90	6	7.4	8.3	26
3	520L to 820L	600L to 730L	90-85	7, 8	7.5; 8.1	8.7	28
4	740L to 940L	640L to 780L	85-80	10	9.1	9.7	27
5	830L to 1010L	730L to 850L	80-75	10	9.8	10	27
6	925L to 1070L	860L to 920L	75-70	11	10.6	10	27
7	970L to 1120L	880L to 960L	70-65	11	10.6	10.6	27
8	1010L to 1185L	900L to 1010L	65-60	11	11.4	11.2	28
9	1050L to 1260L	960L to 1110L	60-55	11	12.5	11.8	25
10	1080L to 1335L	920L to 1120L	55-50	11	12.5	11.8	18
11	1185L to 1385L	1070L to 1220L	50-45	13	13.8	12.8	18
12	1185L to 1385L	1070L to 1220L	45-30	12-15	15.0	12.8	18

* Common Core Standards ^the interquartile range (IQR)

- MetaMetrics (2015). Lexile-to-Grade Correspondence. Retrieved Jan 14, 2015 from <https://lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/>
- Pearson Education (2015). Lexile conversion chart. http://help.pearsoncmg.com/xl/mfdl/instructor/ccng/Content/assign_mgr/lexile_conversion.htm
- Pearson Education. (2015). Lexile conversion chart. Retrieved from http://help.pearsoncmg.com/xl/mfdl/instructor/ccng/Content/assign_mgr/lexile_conversion.htm

RECOMMENDATIONS FOR IMPLEMENTATION

Recommended Time Allocations

It is strongly recommended that no less than one hour per day is allocated to the teaching of English at every grade level.

Table 12: Recommended Time Allocations (Hours per week)

Subject	Arabic	Islamic Education	English (Hours/week)	English (Hours/year)	Social Studies	Math	Science	Art and Music	PE and Health	Total
K 1	7	4	8	222	2	6	4	3	3	35
K 2	7	4	8	222	2	6	4	3	3	35
K Total	14	8	16	444	4	12	8	6	6	70
Grade 1	7	4	8	222	2	6	4	3	3	35
Grade 2	7	4	8	222	2	6	4	3	3	35
Grade 3	7	4	8	222	2	6	4	3	3	35
Grade 4	7	4	8	222	2	6	4	3	3	35
Grade 5	7	4	8	222	2	6	4	3	3	35
Cycle 1 Total	35	20	40	1110	10	30	20	15	15	175
Grade 6	7	4	10	277.5	2	6	4	3	3	35
Grade 7	7	4	10	277.5	2	6	4	3	3	35
Grade 8	7	4	10	277.5	2	6	4	3	3	35
Grade 9	7	4	10	277.5	2	6	4	3	3	35
Cycle 2 Total	28	16	40	910	8	24	16	12	12	140
Grade 10	7	4	10	277.5	2	6	4	3	3	35
Grade 11	7	4	10	277.5	2	6	4	3	3	35
Grade 12	7	4	10	277.5	2	6	4	3	3	35
Secondary School Total	21	12	30	832.5	6	18	12	9	9	105
Total K-12	98	56	126	3296.5	28	84	56	42	42	490

Note: The time allocations above represent hours per week.

Planning Effective Lessons

In order to maximize the likelihood that student learning aligns with the standards and SLOs presented in this framework, teachers must plan effective lessons. For every lesson, it is recommended that careful consideration be given (prior to teaching the lesson) to the following:

- The English content of the lesson: What skills or concepts are being developed or mastered during the lesson? Often, teachers who plan effective lessons back-map the content by asking, “Exactly what do I expect my students to know or be able to do at the end of this lesson?”
- The English tasks of the lesson: What specific questions, problems, tasks, investigations, or activities will students work on during the lesson? Often, this includes consulting the worksheets that have been prepared for the lesson and identifying the references or materials that are needed.
- Evidence that the lesson was successful: What performances will convince you (and any outside observer) that most (if not all) of your students have accomplished your objective?
- Launch and closure: This involves pausing after delineating the above, planning exactly how you will use the first five minutes of the lesson, and outlining exactly what summary will close the lesson and provide a foreshadowing of tomorrow.
- Notes and nuances: This involves identifying a set of reminders about vocabulary, connections, common mistakes, and typical misconceptions that need to be considered before the lesson and kept in mind during it.
- Resources and homework: What materials or resources are essential for students to successfully complete the lesson tasks or activities? Exactly what follow-up homework tasks, problems, and/or exercises will be assigned upon completion of the lesson?
- Post-lesson reflections. These include the inevitable “If only ...” realizations, which should be noted to inform your planning next time.

Lessons that incorporate these features can be planned using the Lesson Planning Template Table 13.a that follows.

Table 13.a: Lesson Planning Template

Lesson Objective or Purpose: What skills and understandings will be developed? - -	
Lesson Tasks, Problems, and Activities (attach worksheets and/or slides): - - -	
Evidence of Success: What exactly do I expect students to be able to do at the end of the lesson, and how will I know?	
Lesson Opening Notes	Lesson Closure Notes:
Notes and Nuances: Vocabulary, connections, common mistakes, typical misconceptions, etc.	
Resources:	Homework:
Post-Lesson Reflections:	

Table 13.b: Another Suggested Lesson Planning Template

LESSON PLAN		PERIOD: _____	
Teacher:	Unit:	Subject:	
Grade:	Week:	Date:	
Learning Objectives:		Planned differentiation activities: (How will SLN / gifted students be catered for?)	
Learning Outcomes:			
Starter:	Time:		
Link to prior learning			
Main Activity:	Time:		
Plenary:			
Time:			
Homework Task:			

Notes / Reflection:	Learning styles catered for (✓):	Assessment for learning opportunities (✓):	
	Auditory	Observation	Student self assessment
	Visual	Oral questioning	Peer assessment
	Kinesthetic	Quiz	Student presentation
	Read / write	Written work and feedback	Verbal feedback
Resources / equipment needed:			

Effective Assessment of Skills and Knowledge

Assessment is an integral part of instruction because it determines whether the goals of education are being met. Assessment also affects decisions about grades, placement, advancement, instructional needs, and curriculum. In addition, assessment prompts us to ask these hard questions:

- Do students have the background knowledge and skills for what we are about to teach?
- Are we teaching what we think we are teaching?
- Are students learning what they are supposed to be learning?
- Is there a way to teach the subject better, thereby promoting better learning?

Assessment can be one of the most difficult aspects of teaching, but knowing how to assess students in order to improve instruction is one of the key elements of effective teaching. There are many different objectives for assessment, and depending on the objective, one might use diagnostic, formative, or summative assessments.

Each type of assessment serves a different purpose, such as diagnosing a learning disability, identifying a student who needs extra help, or in some cases, selecting students who will move on to the next grade. In the teaching of English from pre-kindergarten to Grade 12, the most important assessment questions are:

1. How well do students comprehend the English they are hearing around them and reading in various kinds of printed material, including digital text?
2. How well are they able to communicate in English, both orally and in writing, in both interpersonal/social and academic contexts?
3. How deep and broad is students' understanding of English vocabulary, and how well do they understand the concepts represented by English words and terms?
4. How flexible are they in using English to supplement their learning in courses taught in Arabic?
5. How comfortable are they moving from English to Arabic and Arabic to English, depending on the social or academic contexts?

In many ways, skilled English teachers can answer these questions by listening to, observing, and studying the written work of the students they are teaching. However, informal assessment of students' learning is only one of the assessment skills teachers need to help students learn English.

Teachers use three main categories of assessments: diagnostic, formative, and summative. A good teacher knows when each kind of assessment should be used to improve both student learning and their own teaching.

For example, students may at times demonstrate serious difficulties in their learning, at which point a teacher might administer a diagnostic assessment to determine possible problems and identify which skills to emphasize or "remediate" to help students overcome potential skills deficiencies.

Throughout focus on. Information from diagnostic assessments can inform instruction that focuses on the weaker skills. Diagnostic assessments can be interspersed with formative assessments, which continually measure progress, as well as a summative assessment that measures the final level of proficiency attained. Each type of assessment is useful and serves different purposes in the classroom.

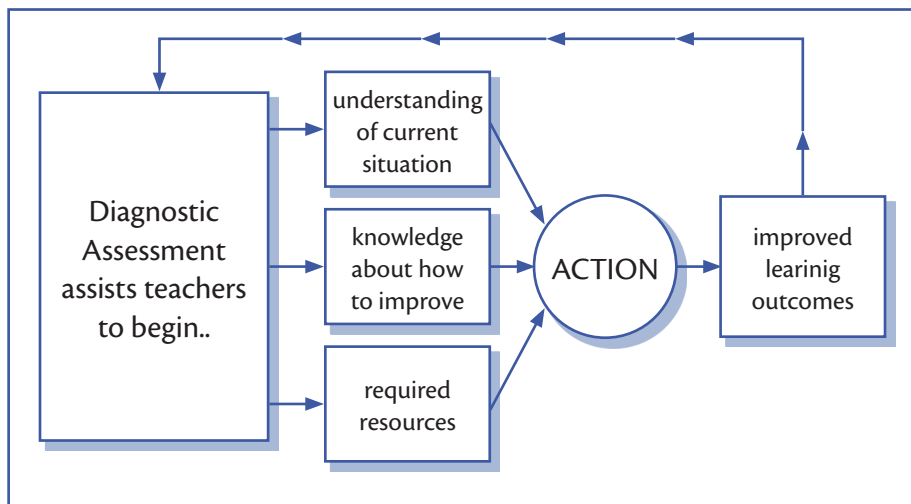
Diagnostic Assessments

Diagnostic assessments are used in two ways. First, they can be used before instruction begins to determine what students already know about a topic or what skills they already possess. By determining “background knowledge,” teachers can move forward more successfully in their efforts to increase students’ learning. If instruction moves forward without this information, many students may become confused or frustrated. The simple process of conducting this preliminary assessment can vastly improve teaching and learning.

Diagnostic assessments can also be used when a problem arises. They can be used to identify which learning targets a student has not mastered, and to determine the possible causes or reasons for the student’s failure to master the learning targets. For example, a teacher might give a diagnostic assessment to determine preliminary skills or understanding, or to identify content knowledge that students lack but that is necessary for a specific unit of study. Once teachers have this information, they can focus their attention on reteaching the necessary skills or filling in missing background knowledge.

Figure 3 shows a model of the learning loop that takes place through diagnostic assessment. The loop begins with teachers implementing diagnostic assessment. This helps teachers to (a) gain a better understanding of the current situation of their students (i.e. identify their learning needs); (b) gain knowledge about how to improve teaching and learning; and (c) identify the required resources for creating change. With this information in hand, teachers are able to plan for appropriate pedagogy and targeted learning in order to more effectively scaffold the learning needs of their students.

Figure 3: The Diagnostic Assessment and Learning Loop



Adapted from the “decision-making loop” (Saubern, 2010).

Formative Assessment— Assessment for Learning:

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning in order to improve students' achievement of intended instructional outcomes. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work
- Help teachers recognize where students are struggling and address problems immediately

Formative assessments are considered part of the everyday learning process. Students need to recognize that they provide valuable information, not grades (which summative assessments provide). Rather, formative assessments serve as practice for students, just as a meaningful homework assignment does. Formative assessments check for understanding and guide teacher decision making about future instruction. They also provide feedback to students so that they can improve their performance. Formative assessments help us differentiate instruction and thus improve student achievement.

By varying the type of assessment they use over the course of the week, teachers can get a more accurate picture of what their students know and understand. Using at least one formative assessment daily enables teachers to evaluate the quality of the learning that is taking place

in their classroom, and to answer these driving questions: How is this student evolving as a learner? What can I do to assist this learner on his or her path to mastery? Some examples of quick classroom-based formative assessments include:

- **Summaries and reflections:** Students stop and reflect, make sense of what they have heard or read, and derive personal meaning from their learning experiences. These summaries and reflections require that students use content-specific language.
- **Lists, charts, and graphic organizers:** Students organize information, make connections, and note relationships through the use of various graphic organizers.
- **Visual representations of information:** Students use both words and pictures to make connections and increase memory, facilitating the retrieval of information later on. This type of assessment helps teachers address classroom diversity, preferences in learning style, and different ways of “knowing.”
- **Collaborative activities:** Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.
- **Thumbs up/thumbs down:** To ascertain students' understanding of the learning, the teacher asks them respond to statements with a “thumbs up” or “thumbs down.”
- **Structured pair work with posed questions and peer conversations:** The teacher poses questions and then has each student discuss the answers with a peer. The teacher observes the conversations and completes a gap analysis of the students' learning compared with the intended learning. The teacher then adjusts instruction to move students closer to the intended learning.
- **Ticket out of here:** Students summarize their key learnings and understanding of the day's lesson.
- **Homework help board:** Students post a problem they had with the assigned homework and other students solve the problem on the board so that everyone can see the correct solution.
- **Two stars and a wish:** Students review the work of their peers by identifying two stars (two positive aspects) and one wish (one specific suggestion for improvement).

In order to design and implement formative assessment effectively, it is absolutely critical that teachers consider the classroom environment in which students are learning and practicing English. The effectiveness of an appropriate formative assessment will increase when it is administered within a supportive classroom environment. When properly applied, formative assessment data provide meaningful feedback to both teacher and student. Teachers can discover gaps in their lesson progressions, identify areas of strengths and weaknesses in their presentation of the

material and teaching approaches, and identify students who are struggling with specific parts of a lesson. On the other hand, the data can also help students identify areas they need to review, discover methods of learning that are not effective in certain situations, and try different approaches to mastering the lesson. The classroom environment that is most appropriate for positive formative assessment climate must have the following components:

- A variety of assessments strategies interwoven throughout all lessons. Students should understand and accept assessment as an ongoing process. No matter what formats are used, formative assessment—checking for understanding—should be an inherent, ongoing practice that is planned for and incorporated throughout the day and in all lessons.
- A wide variety of assessment tools and approaches. Teachers collect samples of students' work, listen to students as they speak to each other in formal and informal settings, and watch for students "ease" or "comfort levels" as they master all aspects of English. Some assessment approaches are planned (e.g. collecting a set of written essays) and some are spontaneous (e.g. when the teacher overhear students discussing a shared event using primarily English in their conversation). The classroom climate should provide protection so that students feel safe "experimenting" with written and spoken English, are comfortable making "mistakes" as they learn, and know that there will be no adverse consequences for initial failures.

Establish a culture in which students attempt to use English without fear of ridicule or criticism. From the very beginning of English instruction in KG1, students and teachers should share the understanding that learning any language is a development process best accomplished through experimentation and open communication in the classroom, and in other settings where students might try out their language skills. Teachers need to encourage students to ask for help from their peers and allow them access to a variety of resources and technology. Failing at any task after a true attempt should be acceptable and not linked to any negative grading system.

- Clear standards against which students' work will be evaluated and a classroom climate that promotes an affirmation of student progress. This process is most successful when students can hear and see strong models of written and spoken English and provide clear explanations about how their learning or work will be judged. Additionally, a positive assessment climate will encourage students to perform work (e.g. reciting a poem) and allow others to view their efforts (e.g. positing written stories). Accented oral English, deviations from standard English spelling and grammar conventions, consultation of English resources, and use of Arabic to supplement English are all part of the process of learning. Students' should receive praise and constructive feedback on their efforts, especially from "significant others," such as teachers and peers.

Summative Assessment— Assessment of Learning:

Traditionally, the most common way teachers have used assessments is to measure how much students have learned up to a particular point in time. This is called assessment of learning, and it is used to evaluate whether students are meeting standards set by the government or the classroom teacher.

These summative assessments are conducted after a unit or after a certain period of time in order to determine quantitatively how much learning has taken place. Although assessments of learning are important (allowing teachers to give grades to students and provide accountability), teachers should also focus more on assessment for learning.

These types of assessment—formative assessments—support learning during the learning process.

Practical Strategies for the Effective Implementation of Content Standards

Teachers are responsible for encouraging, promoting, guiding, and facilitating student learning and achievement. In order for students to progress through the education system and ultimately become well-rounded and educated citizens, they must first meet the requirements laid out in the UAE standards. These standards describe what students must know and be able to do within each domain and strand of the curriculum at each grade level. The following five strategies are recommended for ensuring that the instructional time teachers spend with students is standards-based and targeted towards helping all students achieve the expected standards and student learning outcomes.

1. Read the standards document thoroughly. In particular, focus on the grade and subject you teach. It is also important to be familiar with the standards for the grade below and the grade above, so that you know what content and skills students who are entering your classroom should already have mastered, and what your students will be expected to progress to in the next grade level. These standards should serve as a map that tells you where students are coming from and where you need to help them arrive by the end of the academic year.

Example: If you are a second-grade English teacher about to start a unit on Foundational Skills (Phonological Awareness, Phonics, Print Concepts), you would want to review the SLOs for Grade 2 for this strand:

- (G2.3.2.1.1) Students consolidate hearing and saying of phonemes, and the phoneme-grapheme correspondences (e.g., s,m,c,ck,k,t,g,h), hear and say phonemes in the initial and final position (e.g., /s/ /z/ in “see” and “has”)
- (G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade one to read regularly spelt one-syllable words
- (G2.3.3.1.3) Read irregularly spelt high frequency sight words, words of common word families (e.g., tale, male/ vest, rest (clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words

You might then review the SLOs for the same strand for Grades 1 and 3 to see what your students should already know and be able to do when they enter your classroom, and what they will need to be ready to achieve once they leave your classroom. Looking at the standards document, you would find that a first-grade student should be able to do the following:

- (G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant
- (G1.3.3.1.1) Use knowledge of spelling-sound associations, e.g.; single consonants, hard sounds e.g., c as /k, g and as /g/, and soft sounds e.g., c as /s/ and g as /j/), short and long vowels, consonant blends (e.g. bl, cr) and digraphs (e.g., ph, sh, ch) vowel teams e.g., ai (as in rain), ay (day), ea (teach), ea (bread), ea (break), ee(free), ei (eight), ey (key), ie (piece), oa (road), oo (book), oo (room), ow (slow), and ue(true), and r-controlled vowels (e.g. her) to decode phonetically regular words
- (G1.3.3.1.3) Read irregularly spelt high frequency sight words, words in common word families (e.g., late, gate/bat, hat), root words and affixes such as plurals, verb tense e.g., -ed, -s,-ing, compound words (e.g., cupboard) and contractions (e.g., isn’t and aren’t) in isolation, in phrases, and in simple sentences that are augmented with illustrations

You might then use this information to guide your teaching. For example, you might give students a quick diagnostic assessment to see if they are able to perform the SLOs for grade 1 in this strand. In other words, have they already met the Grade 1 standard, or do you need to review this information before moving on to the current grade-level standard?

2. Reflect on activities to meet the standards.

Reflect on activities that you could conduct with your students to help them to meet the specified learning outcomes (SLOs) identified for each standard. It is important to be as specific as possible. If there are any standards or SLOs that you do not fully understand, you should ask your supervisor, principal, or other teachers.

Example: You might ask your peer teachers what kinds of strategies they use to implement specific content standards and what has worked particularly well in their classrooms. Sharing and brainstorming with your peers can help you come up with new ideas to try with your students.

3. Ensure that your lesson plans support the teaching and learning of the standards.

Review your lesson plans for the upcoming week and cross-reference them with the standards document. Do the lessons you have planned align with the standards and SLOs? If not, how could you change the lessons to ensure that they do?

Example: Check your lesson plan to make sure that the objectives, activities, and assessments are all tied to the standards and SLOs. If they are, you are on the right track. If not, go back and review the lesson plan to see what changes you need to make in order to ensure it is aligned with the standards.

4. Align assessment with the standards and SLOs.

Each lesson should include some form of assessment (see pp. 90 – 93) that enables you to determine whether students have mastered the SLO that the lesson has targeted. If they have not, you should either provide an additional review of the lesson with students and try reteaching the material using a different instructional technique or provide remediation activities (such as extra practice worksheets or pairing stronger students with weaker students).

Example: It is a good idea to conduct formative assessment while you are teaching your lesson so that you can see which students are “getting it” and which are not. These assessments can also tell you which particular aspects of the lesson they are having difficulty with. If you perform these assessments as you go along, you can adjust your teaching according to the results. You might write a problem on the board and ask students to solve it in their notebooks (the problem should be one that will help to tell you if students have achieved the SLO) before moving around the room and checking students’ work. If all the students do well, you can probably move on. If many seem to be struggling, or if they all have a similar incorrect answer, this will tell you that you need to try using a new instructional technique.

5. Build on and draw connections between standards.

When planning lessons, it is helpful to think about how the standards you are addressing in the current lesson link to the standards previously taught. Building on what students already know has many advantages: It enables them to use their background knowledge; it builds their self-confidence; it promotes student interest and motivation in the topic; and it promotes quicker mastery, as students see they are adding to what they already know and have experienced. Research tells us that students learn best when teachers help them make these connections. Use this fact and draw connections to standards that students have already mastered.

Example: Teachers may begin the lesson with a quick review of vocabulary related to the topic for the lesson and by asking a few questions about previous lessons.

Good teaching and learning strategies ensure that learning is student-centered. They are designed to develop students’ ability to:

- work collaboratively with other individuals and in teams
- communicate effectively with peers and others
- think critically, solve problems and make decisions
- think creatively
- analyze and evaluate processes and products
- take responsibility for their own learning

In the move away from teachers following one specific methodology, it is recommended that teachers select techniques and activities from a range of language teaching approaches and methodologies depending on what is expected from students as well as what meets students’ needs and learning styles. For example, the class can start with an inductive activity with students identifying types of clothes. This can be followed by a task-based lesson, with students using the vocabulary they have learnt to produce a fashion brochure.

Effective Professional Development

Professional development (PD) programs have been identified as one of the most successful measures to bring about teacher change in knowledge, skills, and attitudes, which in turn translate into better classroom teaching and eventually gains in student achievement (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Guskey (2002) defines professional development programs as “systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students” (p. 381).

Guskey (2003) analyzed 13 different lists of the characteristics of effective PD to determine the most commonly cited characteristics. He drew these lists from research agencies such as the Educational Research Service and the Educational Testing Service, teacher associations such as the American Federation of Teachers, national education organizations such as the National Partnership for Excellence and Accountability in Teaching, and the U.S. Department of Education (Guskey, 2003). He also compared these lists to the revised Standards for Staff Development, published by the National Staff Development Council (2001). The results of his analysis of the 13 different PD lists show widespread disagreement about which elements are necessary for effective PD, because not a single characteristic showed up on every list (Guskey, 2003).

According to Guskey’s analysis (2003), the following characteristics of effective PD programs, in order of frequency cited, appeared in the majority of the lists:

- 1. Help teachers understand more deeply the content they teach and the ways students learn that content.** Training teachers solely in new techniques and behaviors will not work. PD must also focus on the content being taught.
- 2. Provide sufficient time and other resources.** PD efforts that engage teachers in prolonged and continuous training and support are much more successful than one-time trainings.
- 3. Promote collegiality and collaborative exchange.** Teachers have opportunities to learn in a supportive community that organizes curriculum across grade levels and subjects. Research shows that teachers value opportunities to learn from and with one another (Lieberman & Pointer Mace, 2008) to progress toward common goals such as planning instruction, analyzing student work, and peer observations (Mundry, 2005; Quick et al., 2009).
- 4. Include specific evaluation procedures.** Evaluation procedures are needed to better understand the relationship between PD, changes in teaching practices, and student learning outcomes. It is important to organize and conduct PD so that valid evidence can be gathered to determine its effectiveness and provide guidance for future PD programming.

5. Align activities with other reform initiatives and model high-quality instruction. High-quality PD should be aligned with national teaching and learning standards and assessments so there is coherence between what teachers are expected to teach and what they are learning in PD. High-quality PD also models instruction instead of simply telling teachers what it should look like. For example, high-quality PD would engage teachers in the same kind of group work and active learning activities that it encourages in their classrooms so teachers can actually experience it for themselves.

6. Conduct professional development at school or a relevant site. Effective PD for teachers is job-embedded, which makes it both relevant and authentic. School-based PD could take the form of coaching, mentoring, or study groups and should engage teachers in learning through their daily activities and responsibilities while requiring that they take time to consider possibilities, try out new ideas, and analyze the effectiveness of their actions. Job-embedded PD helps teachers make the connection between a learning experience and their daily responsibilities.

Characteristics of Effective Teacher's Guide for Standards Implementation

The purpose of a teacher's guide is to provide instructions, examples, and a straightforward plan for teachers to follow in the classroom. Teacher's guides for standards implementation are important because they provide the keys to unlocking the meaning of a standards document. Handing a teacher a 100-page document full of standards, student learning outcomes, performance standards, and so on, and telling them to implement it in their classroom could be overwhelming for the average teacher. It is hard to know where to start, how to make the guide relevant to their lessons, and how to incorporate it into their daily teaching practice. A teacher's guide acts as an intermediary between the standards

document and the teacher. In effect, the teacher's guide should help a teacher interpret the standards document in a meaningful way.

This means providing an overview of what the standards are and why they are important to student success; offering specific ideas and suggestions for how to implement the standards on a daily basis and incorporate them into lesson plans, activities, and assessments; and helping to determine whether students are meeting the standards and what to do if they are not. A teacher's guide for standards implementation should answer these questions in a clear, concise, well-organized way so teachers can use it easily as a resource for implementation. In summary, a teacher's guide for standards implementation should:

- Be clear and concise.
- Provide an overview of the purpose of the standards. (What are they and why are they important?)

- Suggest specific ideas for implementing the standards in the classroom. (For each unit of study, the teachers' guide might provide sample standards-based lesson plans, activities, and assessments that the teacher can choose from and use as examples to create others).
- Describe various types of assessments to measure student attainment of standards.
- Suggest remediation techniques that teachers can use when students are not meeting the standards.
- Remind teachers of other resources they can rely on if they have additional questions or need more support (peer teachers, supervisors, school directors, and other materials).

RESOURCES

Cross-cutting Standards and 21st Century Themes

This document provides high-level connections to learning relative to UAE English standards, presented in two tables. Table 14 describes the five interdisciplinary 21st Century themes with connections to learning in regards to student application of learned skills. Table 15 describes the 21st Century Skills with multiple connections to learning across grades that ensure college and career readiness for all students.

Table 14: 21st Century Themes

21st Century Themes	21st Century Skills College & Career Ready	Grades K–5 Connections to Learning	Grades 6–9 Connections to Learning	Grades 10–12 Connections to Learning
FINANCIAL, ECONOMIC, AND BUSINESS LITERACY				
<p>Know how to make appropriate personal economic choices</p> <p>Understand the role of the economy in society</p> <p>Use entrepreneurial skills to enhance workplace productivity and career options</p>	<p>Students can use the topic of financial literacy to discuss issues with students from other countries through various forms of media</p> <p>Students will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education, and social sciences</p>	<p>Introduce how to gather research from other sources—text and electronic—to write sentences and paragraphs in English about a local, national, or global financial issue and share them with classmates and other language learners</p>	<p>Reinforce students' use of media to engage in written, oral, and face-to-face conversations with other students of different cultures about global financial issues that interconnect all areas of the world</p>	<p>Master speaking, reading, and writing in English to communicate to students in other countries analysis of the financial issues facing the UAE and how these issues differ from those in other parts of the world</p> <p>Students can organize with other students from different cultures to create media products, including social media, to advocate for or against current global financial practices based on their research and findings</p>

21st Century Themes	21st Century Skills College & Career Ready	Grades K–5 Connections to Learning	Grades 6–9 Connections to Learning	Grades 10–12 Connections to Learning
HEALTH LITERACY				
<p>Obtain, interpret, and understand basic health information and services and using such information and services in ways that are health enhancing</p> <p>Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction</p> <p>Use available information to make appropriate health-related decisions</p>	<p>Students can use the topic of Health Literacy to discuss issues with students from other countries through various forms of media</p> <p>Students will be able to make connections using English standards to other disciplines such as science, health, national education, and social sciences</p>	<p>Introduce how to gather research from other sources—text and electronic—to write sentences and paragraphs in English about a health issue and share it with classmates and other language learners</p>	<p>Reinforce students using social media to engage in written, oral, and face-to-face conversations with other students from different cultures about issues of the environment that affect each other's area of the world</p>	<p>Master speaking, reading, and writing in English to communicate to students in other countries analysis of public health issues facing the UAE and how they differ from issues in other parts of the world</p> <p>Students can organize other students in different cultures to create media products, including social media, to advocate for or against public health issues (communicable and non-communicable diseases) based on their research and findings</p>
GLOBAL AWARENESS				
<p>Understand and address global issues</p> <p>Learn from working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual and open dialogue in personal, work, and community contexts</p> <p>Understand other nations, languages, and cultures</p>	<p>Students will learn and apply the need to understand other world cultures through comparing languages, speaking, listening, reading, and writing</p> <p>Technology will allow them to easily communicate with students in other countries, enabling them to apply their language skills</p>	<p>Introduce the comparison of languages through learning greetings, closings, simple words, and phrases in different languages (speaking, listening, reading, and writing)</p> <p>Introduce other cultures through the teaching of English</p>	<p>Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading, and writing</p> <p>Use technology (spoken and written) to communicate in English topics and stories to other students in the UAE</p>	<p>Master words and phrases to communicate through media with other students in English-speaking countries</p> <p>Gather through research of similar topics of a worldly composition and analyze the different perspectives each culture has on the issue</p>

21st Century Themes	21st Century Skills College & Career Ready	Grades K–5 Connections to Learning	Grades 6–9 Connections to Learning	Grades 10–12 Connections to Learning
ENVIRONMENTAL LITERACY				
<p>Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems</p> <p>Demonstrate knowledge and understanding of society's impact on the natural world (e.g. population growth, population development, resource consumption rate, etc.)</p> <p>Investigate and analyze environmental issues, and draw accurate conclusions about effective solutions</p> <p>Take action towards addressing environmental challenges (e.g. participating in global actions, designing solutions that inspire action on environmental issues)</p>	<p>Students can use the topic of the global environment to discuss issues with students from other countries through various forms of media</p> <p>Students will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education, and social sciences</p>	<p>Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about an environmental issue and share them with classmates and other language learners</p>	<p>Reinforce students using social media to engage in written, oral, and face-to-face conversations with other students of different cultures about issues of the environment that affect each other's area of the world</p>	<p>Master speaking, reading, and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world</p> <p>Students can organize other students in different cultures to create media products, including social media, to advocate for or against environmental issues based on their research and findings</p>

21st Century Themes	21st Century Skills College & Career Ready	Grades K–5 Connections to Learning	Grades 6–9 Connections to Learning	Grades 10–12 Connections to Learning
COMMUNITY LITERACY				
<p>Participate effectively in community life by knowing how to stay informed and understanding governmental processes</p> <p>Exercise the rights and obligations of citizenship at local, state, national, and global levels</p> <p>Understand the local and global implications of community decisions</p>	<p>Students can engage in the topic of the global citizenship and what it means to students in other countries by discussing and sharing written essays through various forms of media</p> <p>Students will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education and social sciences</p>	<p>Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about what it is like to be a citizen of another country and share them with classmates and other language learners</p>	<p>Reinforce students' learning to use all media tools to engage in written, oral, and face-to-face conversations with other students that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state, and region.</p>	<p>Master speaking, reading, and writing in English to communicate to students in other countries analysis of being a 'global citizen'</p> <p>Students can organize other students in different cultures to create media products, including social media, to share their findings based on their research</p>

Table 15: 21st Century Skills Connected to College and Career Readiness

21st Century Skills College & Career	Grades K–5 Connections to Learning	Grades 6–9 Connections to Learning	Grades 10–12 Connections to Learning
LEARNING AND INNOVATION SKILLS			
Critical Thinking and Problem Solving	<p>Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language—speaking, listening, reading, and writing</p> <p>Introduce the concept of systems thinking by establishing cross-disciplinary learning—infusing English communication skills into mathematics, science, health, national education, and social sciences</p>	<p>Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language</p> <p>Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English</p>	<p>Master reasoning by using inductive and deductive practices in order to analyze the interdisciplinary issues</p> <p>Reinforce systems thinking, allowing the students to research and connect the importance of communication in English to others from different cultures</p>
Learning and Innovation	<p>Introduce learning to develop, implement, and communicate new ideas to others effectively in English</p> <p>Introduce creative thinking activities—such as brainstorming—to learn to share and respect all ideas</p> <p>Introduce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills</p>	<p>Reinforce learning to develop, implement, and communicate new ideas in English to others effectively</p> <p>Reinforce creative thinking activities—such as brainstorming—and introduce jigsaw, gallery walks to facilitate an understanding of each other’s ideas and to enhance communication skills in English (reading, speaking, listening and writing)</p> <p>Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills</p>	<p>Learn to solve problems and reach conclusions by making judgments through research and analysis</p> <p>Master learning to develop, implement, and communicate new ideas to others in English effectively Master all idea-sharing activities in order to keep students’ minds open to accepting and understanding many ideas and concepts to communicate in English</p> <p>Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts</p> <p>Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students</p>
Communication and Collaboration	<p>Introduce the concept of working in teams, with a common goal, to solve problems</p>	<p>Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project</p>	<p>Collaborate with others to create, plan, and execute team interdisciplinary projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal</p>

21st Century Skills College & Career	Grades K–5 Connections to Learning	Grades 6–9 Connections to Learning	Grades 10–12 Connections to Learning
INFORMATION, MEDIA, AND TECHNOLOGY SKILLS			
Information Literacy	Introduce learning to access all forms of information efficiently and effectively, manually and technologically, so students will be able to communicate verbally and in writing in English	Reinforce learning to access and evaluate information efficiently, effectively, and critically in English	Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English
Media Literacy	Use multiple media sources to evaluate different points of view from other students in other countries	Reinforce using multiple media sources to evaluate different points of view, further articulate your argument in English, and persuade others to accept your views	Use multiple media sources to evaluate different points of view when researching a particular global topic
ICT Literacy	Introduce learning to apply digital technologies effectively	Reinforce learning to apply digital technologies effectively by using them as a tool to research, organize, evaluate, and communicate information	Master the skill of using digital technologies effectively by using them as a tool for classroom use to communicate the global issue projects to other students in English
LIFE AND CAREER SKILLS			
Flexibility and Adaptability	Introduce learning and understanding of the importance of feedback in English, from teachers and other students	Reinforce the understanding and importance of feedback in English, from teachers and other students Reinforce how to deal with praise, setbacks, and criticism in English	Master the importance of receiving feedback in English from teachers and other students Master dealing with praise, setbacks, and criticism Master English while balancing diverse views and beliefs, problem solving, and working in multi-cultural environments
Initiative and Self-Direction	Introduce the learning process to set goals, manage time, and work independently	Reinforce the learning process to set goals, manage time, and work independently by monitoring, defining, and prioritizing tasks to complete the project	Master the process of setting goals, managing time by working independently, self-monitoring, and prioritizing the tasks to accomplish and demonstrate initiative

21st Century Skills College & Career	Grades K–5 Connections to Learning	Grades 6–9 Connections to Learning	Grades 10–12 Connections to Learning
Social and Cross-Cultural Skills	Introduce learning to know when to speak and when to listen, respectfully	Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen, and respecting cultural differences	Master working within a diverse group by respecting cultural differences, knowing when to speak and when to listen, and responding open-mindedly to different ideas and values Learn to leverage social and cultural differences to create new ideas that will increase innovation and the quality of the work
Productivity and Accountability	Introduce learning to manage small projects, individually or in teams, to produce the intended results	Reinforce learning to manage all sizes of projects—individually or in teams—to produce the intended results by demonstrating a positive work ethic, time management, and active participation through collaborative efforts	Master managing all kinds of projects—individually or in teams—to produce the intended results by working positively, multitasking, being ethical, and being accountable for the results (positive or negative)
Leadership and Responsibility	Introduce learning leadership skills by using problem solving to influence and guide others to a mutual goal	Reinforce leadership skills by using problem solving and interpersonal skills to influence, inspire, and guide others to successful completion of a shared goal	Master leadership skills by using problem solving and interpersonal skills to leverage the strength of others to influence and guide the team to accomplish a common goal

A proficient language learner demonstrates the knowledge and skills to engage in meaningful intercultural communication. Proficient language learners can communicate the information, ideas, and concepts necessary for academic success in multiple areas including language arts, mathematics, science, and social studies.

Technology can extend communication and intercultural competence when used as a tool to motivate and engage the learner in experiences that help to develop their abilities to:

- **Interpret** information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics
- **Exchange** information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context
- **Present** information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context
- **Investigate** the world beyond one's own immediate environment
- **Recognize** and understand another person's way of thinking
- **Interact** in a diverse cultural context

Informed by the International Standards for Technology Education (ISTE), the following Digital Literacy and Technology Skills Profile identifies six competency areas:

-
- 1 Creativity and Innovation

 - 2 Communication and Collaboration

 - 3 Research and Information Fluency

 - 4 Critical Thinking, Problem Solving, and Decision Making

 - 5 Digital Citizenship

 - 6 Technology Operations and Concepts

Multiple learning experiences are proposed for students across the three grade cycles: K–5, 6–9, and 10–12.

DIGITAL LITERACY	TECHNOLOGY SKILL PROFILES Learning Experiences for Students		
	K–5	6–9	10–12
<p>CREATIVITY AND INNOVATION:</p> <p>The student will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology</p>	<p>With guidance and support from adults, use audio, video, pictures, and clip art to produce and publish age-appropriate writing</p> <p>Generate ideas and create original works for personal and group expression using a variety of digital media to convey understanding of language</p> <p>Use a digital voice or video recorder to conduct peer interviews about using words and images to describe emotions and feelings</p>	<p>Demonstrate comprehension of literary texts through the creation of technology-enhanced representations</p> <p>Use audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents and other files to collaborate on the creation of electronic products that demonstrate understanding of multiple perspectives on unique cultural expressions</p>	<p>Integrate and evaluate information on selected social issues presented in diverse media and formats, including visual, quantitative, and oral information</p> <p>Explore interdisciplinary cultural issues, examine systems, identify trends, and forecast possibilities</p> <p>Use communication technologies to initiate, participate in, and conclude conversations, interviews, and debates on a limited range of personal, general knowledge, academic, interdisciplinary, and job-related topics and issues</p>
<p>COMMUNICATION AND COLLABORATION:</p> <p>The student will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others</p>	<p>Use a variety of technologies in a collaborative work group to produce a digital presentation of a cultural celebration</p> <p>Interact, collaborate, and publish with peers employing a variety of digital environments and media</p> <p>With adult support, use e-mail to introduce yourself in English to students from the target culture</p>	<p>Plan and implement a collaborative project with other student partners using telecommunication tools (blogs, forums/video-conferencing, discussion groups, social media, etc.)</p> <p>Use video conferencing tools to communicate with students in English on very familiar topics using a variety of words and images</p> <p>Engage in storytelling strategies with students from multiple cultures through e-mail and other electronic means</p>	<p>Explore multiple processes and diverse perspectives to research, manage, and evaluate information and propose solutions for real-world problems using target language</p> <p>Use the advanced features and utilities of presentation software (e.g. slide transitions, master slides, narrations and timings, creating web-enabled presentations, creating a non-linear presentation) to communicate ideas in the target language</p>
<p>RESEARCH AND INFORMATION FLUENCY:</p> <p>The student will apply digital tools to gather, evaluate, and use information</p>	<p>Use various age-appropriate technology to locate, collect, and organize information on the target culture</p> <p>With adult support, conduct online research to investigate greeting expressions from other cultures and use images and audio to demonstrate them</p>	<p>Search Internet resources to compare and contrast expert analysis on a historical event in the target country and present findings using media presentation tools</p> <p>Research and gather information on cultural practices, evaluate the sources, and cite materials accurately</p>	<p>Use technology tools and multiple media sources to research and analyze global competency skills, implement a process to assess the information, and relate the information to career pathways</p> <p>Research and identify aspects of UAE culture that may be viewed differently by people in other cultures, conduct online peer interviews with students from other cultures, and publish an online video or slide share presentation</p>

DIGITAL LITERACY	TECHNOLOGY SKILL PROFILES Learning Experiences for Students		
	K–5	6–9	10–12
<p>CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING:</p> <p>The student will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources</p>	<p>Independently apply digital tools to find information and resources on games played in other cultures</p> <p>Use clipart and emoticons to make a presentation about common cultural interests and illustrate a personal point of view</p>	<p>Gather data, examine patterns, and apply information for decision making using digital tools and resources to understand dissimilar cultural practices</p> <p>Use spreadsheets to calculate, graph, organize, and present data and choose the most appropriate means to represent the given data for currency exchange</p>	<p>Create and publish online interpretive frameworks to demonstrate a broad base of knowledge and perspectives on civilizations where the target language is spoken and their respective cultures, including literature, the arts, political, socio-historical, and economic structures</p> <p>Use multiple digital sources, assess the credibility and accuracy of each source, and integrate the information while respecting intellectual property</p>
<p>DIGITAL CITIZENSHIP:</p> <p>The student will understand human, cultural, and societal issues related to technology, and will practice legal and ethical behavior</p>	<p>Demonstrate the safe and cooperative use of technology to investigate and solve problems</p> <p>Explain responsible uses of technology and digital information, and recognize and describe the potential risks and dangers associated with various forms of online communication</p> <p>Demonstrate safe e-mail practices and recognize potential public exposure of e-mail and e-mail etiquette</p>	<p>Develop an understanding of the need to protect personal identity online, in e-mail, or on websites, limit the use of personal information and pictures, and evaluate the authenticity of requests for personal information</p> <p>Understand the potential dangers of cyber-bullying that can occur when people have strong opinions about topics</p> <p>Be culturally sensitive when exploring others’ perspectives in an online environment</p>	<p>Explain and use practices to protect personal safety online (e.g. not sharing personal information with strangers, being alert for online predators, reporting suspicious activities)</p> <p>Practice responsible use of technology systems, information, and software</p> <p>Model safe, legal, and ethical behavior when using information and technology, and be mindful of potential differences between UAE and the target cultures</p>
<p>TECHNOLOGY OPERATIONS AND CONCEPTS:</p> <p>The student will demonstrate a sound understanding of technology concepts, systems, and operations</p>	<p>Demonstrate an ability to navigate in virtual environments (such as electronic books and websites) by using hyperlinks and accessing video and audio content</p> <p>Communicate using multiple technology tools employing developmentally appropriate and accurate terms</p> <p>Use a word processing application to write, edit, print, and save assignments</p>	<p>Demonstrate an ability to access, evaluate, and manage an environment with continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio</p> <p>Assess the strengths and limitations of various technological tools and mediums, and select and use the most appropriate tools to attain communications goals</p> <p>Navigate and use spreadsheets to perform calculations, generate charts and graphs, manipulate data, and move between worksheets</p>	<p>Use advanced features and utilities of database software (e.g. to create tables, forms, perform table relationships, advanced queries, and simple reports) to test hypotheses or research questions and report results</p> <p>Make informed choices among advanced technology systems, resources, and services for project work and managing and communicating information</p> <p>Design a website that meets cross-cultural accessibility requirements</p>

GLOSSARY OF TERMS

Digital Fluency: the ability to discriminate wisely and choose from an array of tools to best suit the desired outcomes (i.e. know **how** to use the tools and **what** to do with the tools, **when** to use the tools to achieve the desired outcome, and **why** the tools are likely to achieve the desired outcome).

Digital Literacy: the ability to effectively and critically navigate, evaluate, and create information using a range of digital technologies. This requires one “to recognize and use that power, to manipulate and transform digital media, to distribute pervasively, and to easily adapt them to new forms.”

Digital Portfolios: creative ways of organizing and sharing collections of students’ work and ideas for a variety of purposes. Portfolios may display the final or culminating product for a large project, or they may show student progress in a course over a semester or other period of time.

Domains: are the major elements of a subject.

Information Technology: using computers and telecommunication equipment to store, retrieve, transmit, and manipulate data.

Subject is the curriculum area of interest and the first level of analysis in the structure of standards.

Standards are the broad target objectives within each strand and they are grade specific.

Strands are the key topics that domains are made up of..

Student Learning Outcomes (SLOs) are the lowest level of analysis in the structure of standards. SLOs are the grade-specific expected learning outcomes, which may take one to three classes to achieve. Teachers should target their instruction to these SLOs. Lesson plans should be aligned with the SLOs, as should all instructional resources and test items. The SLOs provided here may need further fine tuning when used for lesson planning, materials design, and other pedagogical activities.

Technology Integration: the integration of technology into the classroom to facilitate learning. Students use technology to learn content and demonstrate understanding of content, not just expertise with a selected tool.

BIBLIOGRAPHY

- Abu-Rabia, S., & Siegel, L. S. (2002). *Reading, syntactic, orthographic, and working memory skills of bilingual Arabic-English speaking Canadian children*. *Journal of Psycholinguistic Research*, 31, 661–678.
- August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners*. Mahwah, NJ: Lawrence Erlbaum Associates.
- International Baccalaureate Organization. (2013). *Connecting IB to the Core. IB and the Common Core State Standards. Relationship studies: Resources to inform curriculum alignment*. Geneva, Switzerland: Author. Retrieved from: <http://www.ibo.org/iba/commoncore/documents/CCRS_ELA_2013.pdf>
- Council of Europe. (no date). *Common European framework of reference for languages: Learning, teaching assessment. Structured overview of all CEFR scales*.
- "ETS® Proficiency Profile Proficiency Levels." ETS® Proficiency Profile. N.p., n.d. Web. 14 Aug. 2014. <http://www.ets.org/proficiencyprofile/scor/s/proficiency_classifications/levels>
- Fender, M. (2008). *Arabic literacy development and cross-linguistic effects in subsequent L2 literacy development*. In K. Koda & A. M. Zehler (Eds.), *Learning to read across languages: Cross-linguistic relationships in first- and second-language literacy development* (101–124). New York, NY: Routledge.
- Government of the United Kingdom. (no date). *The national curriculum*. Retrieved from: <https://www.gov.uk/national-curriculum>
- Harris, T. L. & Hodges, R. E. (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association
- "International English Language Testing System." Welcome to IELTS. N.p., n.d. Web. 14 Aug. 2014. <<http://www.ielts.org/>>.
- Koda, K., & Zehler, A. M. (Eds.). (2008). *Learning to read across languages: Cross-linguistic relationships in first- and second-language literacy development*. New York, NY: Routledge.
- Lankshear, C., & Knobel, M. (Eds.) (2008). *Introduction: Digital literacies: Concepts, policies, and practices*. Retrieved July 14, 2014, from: http://scholar.google.com/scholar?q=digital+literacy+articles&hl=en&as_sdt=0&as_vis=1&oi=scholar
- Preparing America's students for success. Common Core State Standards Initiative*. N.p., n.d. Web. 14 Aug. 2014. <<http://www.corestandards.org/>>.
- Rose, B. A., & Flannigan, S. L. (2006). *Connecting the digital dots: Literacy of the 21st century*. Retrieved July 14, 2014, from: <http://www.educause.edu/ero/article/connecting-digital-dots-literacy-21st-century>
- STELLA – Standards for Teachers of English Language and Literacy in Australia: STELLA Project*. STELLA - Standards for Teachers of English Language and Literacy in Australia: STELLA Project. N.p., n.d. Web. 14 Aug. 2014. <<http://www.stella.org.au/>>.
- The Lexile framework for reading map: Matching readers with texts*." Lexile. N.p., n.d. Web. 14 Aug. 2014. [http://cdn.lexile.com/m/cms_page_media/135/Lexile%20Map_8.5x11_FINAL_Updated_May_2013%20\(4\).pdf](http://cdn.lexile.com/m/cms_page_media/135/Lexile%20Map_8.5x11_FINAL_Updated_May_2013%20(4).pdf)
- The New Zealand Curriculum Online. Understanding the standards / Reading and writing standards / National Standards / Kia ora*. N.p., n.d. Web. 14 Aug. 2014. <<http://nzcurriculum.tki.org.nz/National-Standards/Reading-and-writing-standards/Understanding-the-standards>>.
- Webb, N. L. (2002). *Depth of knowledge levels for four content areas*. Retrieved, July 12, 2014, from: <http://osscurr.pbworks.com/w/file/fetch/49691156/Norm%20web%20dok%20by%20subject%20area.pdf>; (see also https://www.youtube.com/watch?v=qFXU6_TYIjc)