



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)

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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

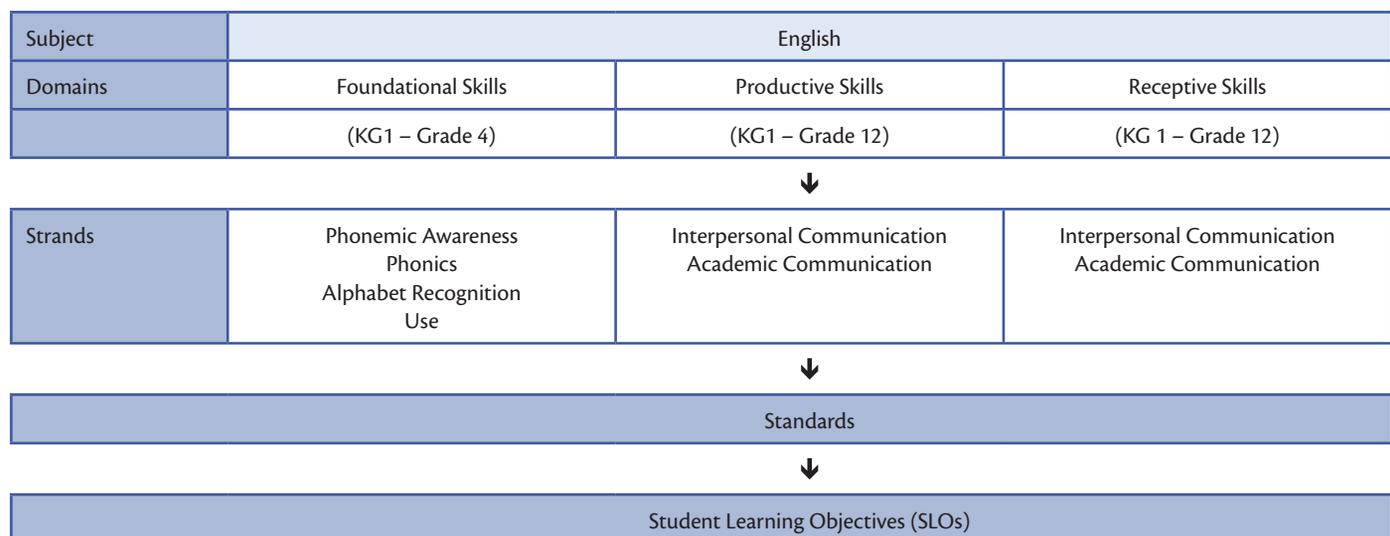


Table 2: Definition of Terms

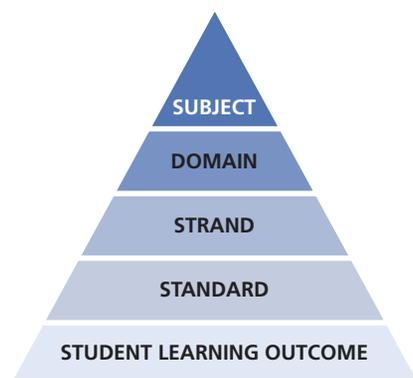
Subject is the curriculum area of interest and the first level of analysis in the structure of standards.

Domains are the major elements of a subject. The UAE English standards have three domains: Foundational Skills (for Grades KG1–G4), Receptive Communication, and Productive Communication. The Receptive and Productive Skills domains run through the entire KG–12 system.

Strands are the key topics within the domains. For Foundation Skills, the strands are Phonemic Awareness, Phonics, Alphabet Recognition, and Use. For the Receptive and Productive Skills domain, the strands refer to the contexts in which students will use their English: Interpersonal and Academic.

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, phonemes, and the symbols that represent phonemes in print.” 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 three 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.

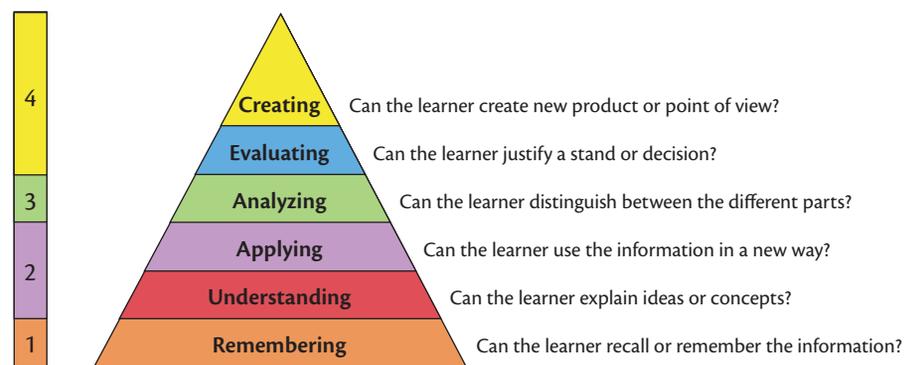
Remember that it is always the goal to target the most challenging level 3 skills although some students may have more difficulty with the level 3 tasks. Each grade provides a range of level 1, 2 and 3 SLOs, with approximately 1% at level 1, 52% at level 2, and 47% at level 3 in English.

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://ossucurr.pbworks.com/w/file/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 Learning

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.

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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		
		Foundational Skills	Productive Skills	Receptive Skills	Recall & Reproduction (Knowing)	Skills and concepts (Reasoning)	Strategic & Extended Thinking (Applying)
% Weights by Grade	K 1	20	40	40	10	80	10
	K 2	20	40	40	7	53	40
	Grade 1	21	43	36	0	71	29
	Grade 2	19	38	43	0	50	50
	Grade 3	20	40	40	0	40	60
	Grade 4	20	40	40	0	40	60
	Grade 5	0	50	50	0	50	50
	Grade 6	0	50	50	0	58	42
	Grade 7	0	50	50	0	42	58
	Grade 8	0	50	50	0	50	50
	Grade 9	0	45	55	0	64	36
	Grade 10	0	38	62	0	54	46
	Grade 11	0	50	50	0	42	58
Grade 12	0	50	50	0	50	50	
% Weights by cycle	(K-5)	18	41	41	2	54	44
	(6-9)	0	49	51	0	53	47
	(10-12)	0	46	54	0	49	51
Total % Weights	K-12	9	44	47	1	52	47

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		
		Foundational Skills	Productive Skills	Receptive Skills	Recall & Reproduction (Knowing)	Skills and concepts (Reasoning)	Strategic & Extended Thinking (Applying)
Number of SLOs by Grade	K 1	2	4	4	1	8	1
	K 2	3	6	6	1	8	6
	Grade 1	3	6	5	0	10	4
	Grade 2	3	6	7	0	8	8
	Grade 3	3	6	6	0	6	9
	Grade 4	3	6	6	0	6	9
	Grade 5	0	6	6	0	6	6
	Grade 6	0	6	6	0	7	5
	Grade 7	0	6	6	0	5	7
	Grade 8	0	6	6	0	6	6
	Grade 9	0	5	6	0	7	4
	Grade 10	0	5	8	0	7	6
	Grade 11	0	6	6	0	5	7
Grade 12	0	6	6	0	6	6	
Number of SLOs by Cycle	(K-5)	17	40	40	2	52	43
	(6-9)	0	23	24	0	25	22
	(10-12)	0	17	20	0	18	19
Total	K-12	17	80	84	2	95	84

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	Foundational Skills	Productive Skills	Receptive Skills
Kindergarten 1	Students begin to make connections between the foundational skills they are learning in Arabic language arts instruction and skills they will need to learn in English, such as the distinction between texts written in Arabic and those written in English. Students participate in simple English conversations and exchanges led by their teacher (e.g. greetings).	Students begin to incorporate common English functional words, such as greetings, into their speech and begin to “experiment” with the formation of English alphabetic characters through “scribble writing” that shows left-to-right directionality.	Similar to their work in Arabic Language Arts, students attend to and recognize common “environmental print” such as signs and word walls of topical terms and begin to understand the differences in print directionality in Arabic and English (e.g. by handling picture books in both languages).
Kindergarten 2	Students demonstrate skills and abilities that are essential for language learning, such as applying phonemic awareness knowledge to figure out the components of English words and duplicating simple English rhyming patterns. They recognize and can name many of the letters of the English alphabet.	Students demonstrate emerging comprehension of rudimentary English, such as familiarity with very common greetings and the pattern for asking and answering simple questions, especially for conveying basic information.	Students understand simple oral statements and questions and recognize common terminology when used in academic and social settings (e.g. understand “book” and “pencil”). They recognize and can read at sight common environmental print in schools and in broader social contexts (e.g. store or restaurant names).
Grade 1	Students begin to apply phonics skills to decode simple, regular words, recognize letters of the English alphabet, and can write most uppercase letters.	Students use an increasing number of English words correctly in conversations, demonstrating command of simple English grammatical constructions; students can categorize English words, name letters of the English alphabet, and write some words using uppercase letters.	Students understand and return basic greetings in English and can initiate conversations using simple sentence structures; students read basic, familiar words at sight and can use some English to describe stories that have been read to them in English.
Grade 2	Students apply their understanding of letter-sound correspondences to decode and to spell simple, regular English words and some unfamiliar words; students write English script legibly, especially when following models (e.g. an alphabet chart).	Students engage in conversations with small groups of people, using some simple, common English terms to express themselves; they write very simple notes to others and annotations on drawings.	Students understand simple conversations and discussions, identify information presented orally, and ask for clarification as needed. Students read simple, well-illustrated English texts.

Grade / Domain	Foundational Skills	Productive Skills	Receptive Skills
Grade 3	Students decode and spell English words in isolation, including some with irregular vowel or consonant patterns; students recognize upper and lower case English script and begin to use word processor with English script keyboard.	Students speak English in simple, complete or nearly complete sentences, in informal conversations or academic situations, write short and formulaic statements and stories in English to express themselves or ask questions.	Students understand increasing amounts of oral and written English in different contexts and can use English to demonstrate comprehension of what he or she has read in English.
Grade 4	Students use knowledge of letter-sound correspondence as they form what they will say, write simple notes to complete ideas, and begin to write English script in legible cursive.	Students have adequate lexis for conversations in informal and academic contexts, can write informal or social messages or simple academic texts using correct English, and can deliver simple oral reports on topics being studied in school, using mostly English terminology and correct grammar.	Students read English with adequate skills to locate information in English materials and to read independently and discuss comprehension orally or/ and in writing.
Grade 5		Students communicate easily with peers and others in conversations conducted in English; students use increasingly complex lexis in speaking and in writing informal and academic texts produced for many purposes and use multi-media and technology to enhance their written and oral presentations in English.	Students comprehend most speakers who use simple English and many simple, well-illustrated English-language materials such as procedural manuals; they summarize what they have read in English and can compare and contrast simple academic texts in English.
Grade 6		Students vary their sentence patterns and vocabulary in speaking and writing and can maintain focus in conversations, discussions, and in writing, so long as terminology is familiar or defined; they demonstrate appropriate conventions when speaking in English, such as maintaining eye contact, using correct volume levels; they use technology to enhance their work in English.	Students demonstrate varied skills for figuring out meaning of unfamiliar vocabulary when listening and reading, comprehend well-developed and illustrated English technology, and comprehend and can explain narrative and information texts they read in English.

Grade / Domain	Foundational Skills	Productive Skills	Receptive Skills
Grade 7		Students show increasing complexity in their oral English and can use English for varying purposes, such as negotiating with others, can accurately restate what they hear in English, and use many clues to figure out unfamiliar words, as well as digital or print reference materials; students write and prepare oral presentations of increasing sophistication and complexity.	Students understand the varied purposes of English conversations and discussions and change their speaking styles as appropriate for participation; evaluate and compare and contrast what they hear and read in English in both interpersonal and academic contexts.
Grade 8		Students participate in conversations and discussions that necessitate arguing one's position, adapting vocabulary and style to the nature of the interaction, and continue to expand their vocabularies; they use English to increasing degrees to support their learning of content areas taught in Arabic (e.g. using the Internet) and prepare and create coherent English oral and written presentations and texts.	Students demonstrate high levels of evaluation and analysis of what is said and what they read in English in interpersonal contexts and adapt their English as needed and further their knowledge; they thoughtfully analyze English digital texts and multimedia and show increasing understanding of slang, colloquialisms, etc., and of figurative, connotative, and technical use of English lexis.
Grade 9		Students carry on longer, more involved conversations and discussions in English, gaining meaning from nuanced clues like speakers' intonations, use of words, positions of words in sentences, etc.; they write for various purposes, both social and academic, conducting research in English sources as needed to support their efforts.	Students read and comprehend a variety of popular English language texts such as newspapers and magazines and read and return postings on media such as English-language chat rooms that discuss social and current issues; they use what they learn by reading or listening to English narrative or informational content to further their learning, and they apply analytic skills to determine the value of these presentations of content.

Grade / Domain	Foundational Skills	Productive Skills	Receptive Skills
Grade 10		Students apply what they read in English print and digital resources and what they hear to enhance content learning in Arabic, continue to add to their lexis through understanding of English affixes and other sources; they produce works in English, including analysis of the English media, and use technology to share their work and critique others; they use the Internet to enhance their learning and their written and oral products.	Students read and listen with high levels of comprehension, identifying different perspectives in both informal and academic texts and presentations.
Grade 11		Students possess a deep and broad lexis for speaking and writing to express themselves in varied conversations and discussions and in writing for multiple purposes.	Students have a broad ranging receptive lexis so that they can read extensively in different genres and for different purposes, including their own personal enjoyment; they make sense of what they hear in informal, formal, and academic settings. They readily consult and understand English-language materials for references in academic tasks and for their own interests, for example reading and responding to postings in English-language chat rooms.
Grade 12		Students speak and write English fluently, to express their thoughts, opinions, perspectives, and ideas in multiple contexts and for multiple purposes. They use technology readily to support their writing in English and to communicate in English with others both locally and internationally. As needed, they can switch between English and Arabic in conversing with others, and can alter their oral English to meet audience needs.	Students read English proficiently and use English sources, including the Internet, to meet their own needs and to support and augment their content area learning in subjects taught in Arabic. They understand nuances of expression, formal and informal English, colloquialisms and slang. They listen attentively in conversations and discussions and understand when they need to clarify themselves or alter their way of communicating.

Standards and Student Learning Outcomes by Grade

Domain	Strand	Standards	Student Learning Outcomes	Level
Kindergarten 1				
(K1.1) Foundational Skills	(K1.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	(K1.1.1.1) Demonstrate their understanding of the components of spoken words, syllables, and phonemes in Arabic as a foundation for initial exposure to English	(K1.1.1.1.1) Count and clap the syllables and sounds in his or her own name and in familiar words spoken orally in English	2
			(K1.1.1.1.2) Distinguish between letters of the alphabet, numbers and words (signs, etc.) written in Arabic script and in English script	2
(K1.2) Productive Skills	(K1.2.1) Interpersonal Communication	(K1.2.1.1) Understand the functional nature of Arabic in interpersonal communication as the foundation for later learning in English	(K1.2.1.1.1) Recognize that spoken language can be written down and read (as demonstrated in Arabic in KG1 classes)	3
			(K1.2.1.1.2) Engage with others in social interactions, using terms like "hello," asking and answering very simple questions, and stating feelings, in Arabic and English	2
	(K1.2.2) Academic Communication	(K1.2.2.1) Understand the nature of academic communication through their instruction in Arabic and in English	(K1.2.2.1.1) Dictate captions for his or her drawings for teacher transcription (in Arabic) to learn procedures for later diction in English	2
			(K1.2.2.1.2) Approximate Arabic and English script in trying to write his or her own messages (with text progressing from right to left and from left to right)	2
(K1.3) Receptive Skills	(K1.3.1) Interpersonal Communication	(K1.3.1.1) Understand the functional nature of Arabic in interpersonal communication as a foundation of learning English	(K1.3.1.1.1) Recognize common environmental print and its communicative purposes	1
			(K1.3.1.1.2) Listen attentively to others during conversations	2
	(K1.3.2) Academic Communication	(K1.3.2.1) Understand the nature of Arabic in academic settings as a foundation for later learning in English	(K1.3.2.1.1) 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)	2
			(K1.3.2.1.2) Participate in instructional activities led by the teacher	2
Kindergarten 2				
(K2.1) Foundational Skills	(K2.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	(K2.1.1.1) Demonstrate their understanding of the components of spoken English words, syllables, and phonemes and command of the English script	(K2.1.1.1.1) Clap out, count, pronounce distinct segments, and blend syllables in words spoken in English by adding or substituting individual sounds (phonemes in simple, one -syllable words to make new words (e.g. cat ,hat ,sat, fat etc.)	2
			(K2.1.1.1.2) Recognize and produce rhyming words and nonsense words in English by replacing initial or final sounds	2
			(K2.1.1.1.3) Recognize many uppercase and lowercase letters of the English alphabet, especially those in his or her name; name the letters; copy models of uppercase and lowercase letters	2
(K2.2) Productive Skills	(K2.2.1) Interpersonal Communication	(K2.2.1.1) Use a few common English words to engage in conversations in social settings and informal contexts	(K2.2.1.1.1) With prompting and support ask and answer simple questions about familiar topics and unknown words, and yes/ no, or either/or questions	3
			(K2.2.1.1.2) Use appropriate English greetings (such as "hello") and introduce themselves in English (e.g., "My name is Fatima"), and express thoughts, ideas and feelings	1
			(K2.2.1.1.3) Recognize, say, and (using a model) write his or her own first name in English, with letters progressing left to right	2

Domain	Strand	Standards	Student Learning Outcomes	Level
(K2.2) Productive Skills	(K2.2.2) Academic Communication	(K2.2.2.1) Engage in conversations and discussions, using English and demonstrating a beginning grasp of technical and academic lexis within their classes and other academic contexts	(K2.2.2.1.1) With guidance and support, explore word relationships by sorting common objects into categories (shapes, foods, colors, etc.) and demonstrate an understanding of antonyms	3
			(K2.2.2.1.2) Write approximations of the letters of the English alphabet, with a combination of drawing and dictating in English left-to-right progression, using models or alphabet charts for support	2
			(K2.2.2.1.3) Use a combination of drawing, visual displays, and dictating in English to depict an event, tell a story, or present an idea in a form that can be shared with others to identify relations between illustrations and texts	3
(K2.3) Receptive Skills	(K2.3.1) Interpersonal Communication	(K2.3.1.1) Understand and learn from simple English dialogue or recordings and engage orally in social and other informal contexts	(K2.3.1.1.1) Recognize and read their own first and last names and common words (e.g. EXIT, STOP, IN, OFF, or the names of retail establishments) when written in English	2
			(K2.3.1.1.2) Understand and respond to simple questions asked in English in one-on-one or small group informal settings (e.g., "What is your name?" "How are you today?")	3
			(K2.3.1.1.3) Acquire an increasing number of functional English words (for use in informal settings), understand them when used by others, and produce these words themselves	3
	(K2.3.2) Academic Communication	(K2.3.2.1) Understand and learn from simple English dialogue conducted with their English teacher and engage in simple academic oral discourse with their teacher and peers	(K2.3.2.1.1) Read at sight common English words presented in the classroom, school, and other environments (e.g., on word walls) understanding that words in print are separated by spaces	2
			(K2.3.2.1.2) Acquire a basic English lexis for use in school settings, such as title, author, theme, story, front cover, back cover etc. through conversations, reading and being read to	3
			(K2.3.2.1.3) Understand and respond to simple, practical, school-related questions and directions (such as "Where is your pencil?" or "Would you like me to read this book to you?")	2

Grade 1

(G1.1) Foundational Skills	(G1.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	(G1.1.1.1) Demonstrate understanding of spoken English words, syllables, phonemes, and the symbols that represent phonemes in print	(G1.1.1.1.1) Isolate and pronounce the initial and final sounds in simple, one syllable words and non-words; add, delete, or change words to create new words (phonemic substitution)	2
			(G1.1.1.1.2) Demonstrate understanding of English letter-sound correspondences by producing the sounds of most consonants in the English alphabet	2
			(G1.1.1.1.3) Produce all English alphabet uppercase and lowercase letters accurately demonstrating some common confusion (e.g. m and w, d and b, and distinguishing minimal l pairs (e.g./b/and /p/, /t/ and /d/ etc.)	2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G1.2) Productive Skills	(G1.2.1) Interpersonal Communication	(G1.2.1.1) Engage in conversation and discussions, provide and obtain information, express feeling and emotion, and exchange opinions in the process of developing a strong lexis and language base	(G1.2.1.1.1) Apply understanding of the English sound system to pronounce and write a limited number of words and phrases that can be understood with some effort by listeners accustomed to interacting with English learners	2
			(G1.2.1.1.2) Initiate conversations with peers and adults, making simple comments, asking and answering simple questions, and expressing needs and emotions	3
			(G1.2.1.1.3) Categorize words into common categories, such as color, objects, time, sizes, distances, and action words	2
	(G1.2.2) Academic Communication	(G1.2.2.2) Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	(G1.2.2.2.1) Name letters in the English alphabet and write uppercase and lowercase letters correctly in isolation and in simple captions on drawings that go from left to right	2
			(G1.2.2.2.2) Demonstrate command (in oral language) of basic English grammatical constructions, such as subject + verb, "I" + verb, connectors like "and,"- and simple prepositional phrases, such as "in" + object, etc.	2
			(G1.2.2.1.3) Use simple English lexis to orally share ideas and information that are appropriate to task and purpose	3
(G1.3) Receptive Skills	(G1.3.1) Interpersonal Communication	(G1.3.1.1) Understand and use some English words in informal conversations	(G1.3.1.1.1) Engage in making introductions and use basic leave-taking expressions	2
			(G1.3.1.1.2) Listen and respond to instructions or information presented orally or through other media, and initiate conversations with peers in English and engage in short conversations, such as asking and answering questions ("How are you?" or "What time is it?")	3
	(G1.3.2) Academic Communication	(G1.3.2.2) Begin to gain an English sight vocabulary and understand some spoken English in a school setting	(G1.3.2.2.1) Read regularly-spelled English words at sight, in isolation, in phrases, and in simple sentences that are augmented with illustrations to recognize common types of text (e.g. storybooks, poems, informational text, etc.)	3
			(G1.3.2.2.2) Listen to and read a story using visual clues to identify the role of the author and illustrator, and to describe characters, settings and major events using picture clues as support for comprehension	2
			(G1.3.2.2.3) Ask and answer questions about main ideas and key details in a text read aloud or information presented orally in English (e.g. compare, contrast, connect, cause, effect, likes and dislikes, sequence, etc.)	2

Grade 2

(G2.1) Foundational Skills	(G2.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	(G2.1.1.1) Demonstrate understanding of spoken English words, syllables, phonemes, and the symbols that represent phonemes in print	(G2.1.1.1.1) Isolate and pronounce initial, medial, and final sounds in familiar and unfamiliar words, including some with digraphs and diphthongs	3
			(G2.1.1.1.2) Apply understanding of phonics to write simple texts and to decode words with exact letter-sound correspondences	3
			(G2.1.1.1.3) Produce legible print of English script uppercase and lowercase letters, referring to models (e.g., alphabet charts) as needed	2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G2.2) Productive Skills	(G2.2.1) Interpersonal Communication	(G2.2.1.1) Show increasing ease with English in short, simple conversations and discussions as speakers and listeners	(G2.2.1.1.1) Ask and answer questions about familiar topics in small-group personal interactions, using simple English constructions and correct lexis or with minimal errors (e.g., questions about events happening in the past), requesting clarification when needed	2
			(G2.2.1.1.2) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges	2
			(G2.2.1.1.3) Write simple notes to friends, family, or his or her teacher with reasonable accuracy, using mostly familiar and phonetically regular words and knowledge of letter-sound correspondences	3
	(G2.2.2) Academic Communication	(G2.2.2.1) Present information, concepts, and ideas in English, using simple sentences and familiar lexis	(G2.2.2.1.1) Read simple poems orally to others; recite short, simple poems from memory; read orally for audio- or videotaping, using English that is intelligible to listeners who are accustomed to beginning English speakers	3
			(G2.2.2.1.2) Produce simple stories or poems and annotations for drawings or other work, often using models to form letters correctly and approximating correct English grammar and mechanics (e.g. subject/ verb agreement, pronoun use, plural formation, punctuation, etc.)	3
			(G2.2.2.1.3) Retell stories including key details and message or lesson learnt (e.g. who, what, where, when, etc.) Identify key words and phrases in stories or poems	3
(G2.3) Receptive Skills	(G2.3.1) Interpersonal Communication	(G2.3.1.1) Understand and can use familiar English words in informal conversations with others	(G2.3.1.1.1) Listen attentively to conversations and other social or informal interactions and use context clues, tone of voice, gestures, etc. to identify the meaning of unfamiliar words and terms	3
			(G2.3.1.1.2) Read to identify specific information in familiar, predictable, everyday materials (such as advertisements in newspapers, signs, notices, etc. that are written in English)	2
			(G2.3.1.1.3) Read and comprehend simple e-mails and notes from friends and family; attend to classroom and environmental print in English; understand simple commands and requests given in English	2
	(G2.3.2) Academic Communication	(G2.3.2.1) Develop English sight vocabulary, and understand and use spoken English in a school setting	(G2.3.2.1.1) With sufficient accuracy and fluency, read simple, well-illustrated texts in English and answer basic, literal comprehension questions about the text; texts will consist primarily of familiar sight words, phonemically regular words, or words that can be identified from context	2
			(G2.3.2.1.2) Describe key ideas or details (such as characters or settings) from a text read aloud, from information presented orally in English, or through other English-language media (such as a video)	2
			(G2.3.2.1.3) Work collaboratively to prepare very short oral reports about grade appropriate topics or themes (e.g., an observation in science) and present them in class, using English and incorporating visual displays as appropriate	2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G2.3) Receptive Skills	(G2.3.2) Academic Communication	(G2.3.2.1) Develop English sight vocabulary, and understand and use spoken English in a school setting	(G2.3.2.1.4) Listen attentively to discussions or instructional sessions and use context clues to identify the meaning of unfamiliar and multi-meaning words; use English to ask for clarification when needed (e.g., "What does that [English] word mean?" or "Please tell me what that idea means.")	3

Grade 3

(G3.1) Foundational Skills	(G3.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	(G3.1.1.1) Demonstrate understanding of spoken English words, syllables, phonemes, and the symbols that represent phonemes in print	(G3.1.1.1.1) Demonstrate knowledge of English letter-sound correspondences by correctly reading and spelling words in isolation	3
			(G3.1.1.1.2) Recognize and name uppercase and lower-case English script correctly or nearly correctly and apply this understanding to form these letters legibly; demonstrate command of the conventions of standard grammar, usage and mechanics; begin to use a word processor with an English script keyboard	2
			(G3.1.1.1.3) Understand letter-sound correspondences for irregular vowels (e.g. digraphs and diphthongs, silent /e/), doubled consonants, and other irregularities (e.g. terminal /ph/ equals /f/)	3
(G3.2) Productive Skills	(G3.2.1) Interpersonal Communication	(G3.2.1.1) Show increasing ease with English in simple conversations and discussions as speakers and listeners, and use English for simple written communications	(G3.2.1.1.1) Use simple but complete sentences, simple vocabulary, and simple grammatical constructions when engaging in conversations or discussions with others in English	2
			(G3.2.1.1.2) Write short, mostly formulaic notes related to familiar topics or immediate needs, using correct spelling and grammar (e.g. "Fatima is my friend" or "I love my mother and father")	2
			(G3.2.1.1.3) Ask a speaker questions about what he or she has said in very straightforward English and ask and answer questions to continue the conversation (e.g. use of wh-questions)	3
	(G3.2.2) Academic Communication	(G3.2.2.1) Present information, concepts, and ideas in English, using simple sentences and familiar lexis	(G3.2.2.1.1) Use English root words and affixes to predict the meaning of a word (e.g., noticing how "non" and "un" create negatives); demonstrate understanding of word relationships and nuances distinguishing shades of meaning among closely related words (e.g. march, walk, tread) using dictionaries	3
			(G3.2.2.1.2) Produce simple short stories or personal narratives with a moral beginning, middle, and end that show correct spelling and choice of varied, grade-appropriate vocabulary, and that connect ideas logically	3
			(G3.2.2.1.3) Collaboratively prepare short oral or written reports with visual support (e.g. illustrations, graphics, charts) to examine, explain, or describe a topic or experience; discuss the report orally with audience	3

Domain	Strand	Standards	Student Learning Outcomes	Level
(G3.3) Receptive Skills	(G3.3.1) Interpersonal Communication	(G3.3.1.1) Develop oral and written lexis and comprehension and use increasingly complex English grammatical construction in informal settings	(G3.3.1.1.1) Interpret spoken directions or instructions and direct questions correctly about personal or general information given in English	2
			(G3.3.1.1.2) Handle short social exchanges, 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 topics and texts under discussion)	3
			(G3.3.1.1.3) Read simple messages presented in straightforward English, follow multi-step commands and requests, given in class, asking for clarification when needed	2
	(G3.3.2) Academic Communication	(G3.3.2.1) Develop oral and written academic lexis, comprehend and use increasingly complex English grammatical construction in instructional and other academic settings	(G3.3.2.1.1) Read a variety of grade appropriate informational or literary texts to identify various text features (e.g. headings, tables of content, glossary, electronic minus and icons) and to locate key facts and information through oral discussion (e.g. book talks)	3
			(G3.3.2.1.2) Use simple but appropriate lexis when orally presenting interpretations, analyses, critiques, and justifications of what has been heard, read, or viewed in English with the use of technology as needed	3
			(G3.3.2.1.3) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. when other kids are happy, that makes me happy)	2

Grade 4

(G4.1) Foundational Skills	(G4.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	(G4.1.1.1) Demonstrate understanding of spoken English words, syllables, phonemes, and the symbols that represent phonemes in print	(G4.1.1.1.1) Identify and understand the meaning of common prefixes and suffixes and decode multi-syllable words	3
			(G4.1.1.1.2) Apply understanding of English letter-sound correspondence to decode (“sound out”) irregularly spelled words	3
			(G4.1.1.1.3) Begin to transition from printing the English script to producing and understanding cursive script	3
(G4.2) Productive Skills	(G4.2.1) Interpersonal Communication	(G4.2.1.1) Show increasing ease with English in simple conversations and discussions, as both speakers and listeners, and use English for simple written communications	(G4.2.1.1.1) Use appropriate English lexis to express feelings, interest or disinterest, ask directions, show gratitude, etc., with increasingly accurate word choice (e.g., explaining why he or she likes something)	2
			(G4.2.1.1.2) Understand and actively engage in conversations or discussions with others with relative ease, using complete sentences, correct English grammar, and lexis adequate to maintain the exchange	3
			(G4.2.1.1.3) Write fluently for social or informal interactions (such as notes or e-mails to friends, classmates, or family members), using correct English and either legible English script or technology	2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G4.2) Productive Skills	(G4.2.2) Academic Communication	(G4.2.2.1) Present information, concepts, and ideas in English, using simple sentences and lexis appropriate to the school setting	(G4.2.2.1.1) Use complete sentences and appropriate lexis when engaging in conversations or discussions with others in school, varying the sentence patterns as needed to maintain the exchange	2
			(G4.2.2.1.2) Produce simple but clear and coherent written texts (e.g. to paraphrase something that has been read in English) — using a word processor or by hand — in which the development and organization are appropriate to varied tasks, purposes, and audiences	3
			(G4.2.2.1.3) Deliver short reports, in English, on academic topics or personal experiences clearly and at an understandable pace; tell a story, or describe observations in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes	3
(G4.3) Receptive Skills	(G4.3.1) Interpersonal Communication	(G4.3.1.1) Engage with increasing confidence and fluency in conversations and discussions in English and write in English for informal purposes; students demonstrate growth in lexis for listening, speaking, reading, and writing	(G4.3.1.1.1) Find and understand relevant information in everyday material written in English; (e.g. referring to an English-language web site to prove a point in a conversation or to check sports scores)	2
			(G4.3.1.1.2) Read independently about topics of personal interest in well-illustrated, straightforward books or magazines written in English, using dictionaries or other online or print references when needed to determine the meanings of English words	3
			(G4.3.1.1.3) Read emails from friends, parents and others to communicate for informal or social purposes	3
	(G4.3.2) Academic Communication	(G4.3.2.1) Demonstrate increasing confidence and fluency in conversations and discussions in English about academic content and write in English for school purposes; demonstrate growth in lexis for listening, speaking, reading, and writing in their content area instruction conducted in Arabic	(G4.3.2.1.1) Notice and use English roots and affixes in multiple contexts (e.g. forming plurals or past tense correctly and independently creating compound words such as classroom or homework)	2
			(G4.3.2.1.2) Read independently about topics being studied in school in clearly written, straightforward English texts, using dictionaries or other online or print references when needed to determine meanings of English words	3
			(G4.3.2.1.3) Read print or digital materials at appropriate levels, view films or websites, or listen to discussions in English on familiar topics, locate key facts, and then use appropriate terms to write simple but accurate interpretations, analyses, critiques and justifications of what has been read, heard, or viewed	2

Grade 5

(G5.1) Productive Skills	(G5.1.1) Interpersonal Communication	(G5.1.1.1) 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	(G5.1.1.1.1) Use grammatically correct sentences to exchange information on varied personal or school-related topics with others in informal conversations or discussions conducted in English	2
			(G5.1.1.1.2) Communicate in writing with friends and family in legible English script or on an English script keyboard, spelling words correctly and using appropriate grammar	2
			(G5.1.1.1.3) Increase lexis by attending to context and asking for clarification and definitions of unfamiliar English words or terms, or those that have multiple or nuanced meanings	2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G5.1) Productive Skills	(G5.1.2) Academic Communication	(G5.1.2.1) Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	(G5.1.2.1.1) Write and defend short interpretations, analyses, or critiques of what has been read, heard, or viewed in English	3
			(G5.1.2.1.2) Write straightforward and short informative or explanatory texts that examine a topic and convey ideas and information clearly, using multimedia components as appropriate and linking ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially)	3
			(G5.1.2.1.3) Use multimedia components (e.g. graphics, sound) and visual displays when preparing presentations to enhance the development of the main ideas or themes to be presented in English	3
(G5.2) Receptive Skills	(G5.2.1) Interpersonal Communication	(G5.2.1.1) Understand and interpret written and spoken language on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school	(G5.2.1.1.1) Understand most simple, informal English conversations or discussions, even if some speakers are understood incompletely	2
			(G5.2.1.1.2) Comprehend and use simple English language materials such as simple procedural manuals with multiple steps and illustrations, grade-appropriate web sites, etc.	2
			(G5.2.1.1.3) Understand simple communications written in English for social or informal purposes and respond in English	3
	(G5.2.2) Academic Communication	(G5.2.2.1) Demonstrate increasing confidence and fluency in conversations and discussions in English about academic content and write in English for school purposes; demonstrate growth in lexis for listening, speaking, reading, and writing in their content area instruction conducted in Arabic	(G5.2.2.1.1) Summarize the points made by a speaker or in an oral/ visual media presentation on an informational topic and explain how each claim has been supported by reasons and evidence	3
			(G5.2.2.1.2) Compare and contrast two or more aspects of English narrative or informational print or digital texts, drawing on specific details in the text to support the comparison	3
			(G5.2.2.1.3) Read two or more simply written English texts on grade-appropriate topics or themes independently and demonstrate comprehension by referring to them in content area instruction conducted in Arabic	2

Grade 6

(G6.1) Productive Skills	(G6.1.1) Interpersonal Communication	(G6.1.1.1) Engage actively in conversation and discussions, provide and obtain information, express feeling and emotion, and exchange opinions in the process of developing a strong lexis and language base	(G6.1.1.1.1) Vary the sentence structure in conversations and discussion (e.g., beginning sentences with clauses to show time ["when," "at the same time"] or to show contrasts ["on the other hand"]); sustain conversations with several people using English	2
			(G6.1.1.1.2) Maintain focus and attention on the main ideas and details as topics of conversations or discussions in English change, or new ideas and perspectives are presented in English; ask for clarification if needed	2
			(G6.1.1.1.3) Use multiple strategies to determine the meaning of unfamiliar words or terms or words with multiple meanings, including oral context clues or speaker's intonation, print or digital dictionaries, or analysis of English roots and affixes	2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G6.1) Productive Skills	(G6.1.2) Academic Communication	(G6.1.2.1) Present information, concepts and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	(G6.1.2.1.1) Write independently or with others short but coherent narratives, short stories, poems, or skits (short often humorous piece of writing) about their own experiences or literary themes, attending to correct English grammar and spelling and appropriate structure for the literary mode	3
			(G6.1.2.1.2) Present claims and findings in writing or oral presentations, 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; use technology to produce, edit, enhance, and publish their work as appropriate	3
			(G6.1.2.1.3) Develop a sufficient range of lexis and command of English grammar to participate in conversations, discussions, and instructional sessions, so long as unfamiliar terminology is explained and translated; write short, relatively coherent texts about familiar topics or school subjects	3
(G6.2) Receptive Skills	(G6.2.1) Interpersonal Communication	(G6.2.1.1) Understand and interpret written and spoken language on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school	(G6.2.1.1.1) Comprehend and use very common English slang, colloquialisms, and clichés when carrying on a conversation (e.g., “fit as a fiddle” or to “ace the exam”)	2
			(G6.2.1.1.2) Follow the main points of most English-language news coverage, especially when supported by visuals and when the delivery is clear, as well as the main points of other television or video presentations about familiar topics	2
			(G6.2.1.1.3) Ask questions to clarify information presented in English by others to check on their own understanding; make statements to link their comments to the remarks of others in informal or other conversations	2
	(G6.2.2) Academic Communication	(G6.2.2.1) Demonstrate increasing confidence and fluency in conversations and discussions in English about academic content and write in English for school purposes; demonstrate growth in lexis for speaking, listening, reading, and writing in their content area instruction conducted in Arabic	(G6.2.2.1.1) Determine the meaning of English words and phrases as they are used in a text, including figurative and connotative meanings, technical meanings of familiar words, figures of speech, and nuances; and discuss the impact of a specific word choice on meaning, clarity, and tone	3
			(G6.2.2.1.2) Describe in how narrative plots unfold in a series of episodes that move toward resolution, and how the structure of informational texts in different disciplines contributes to the texts’ ability to achieve their goal (e.g., cause and effect in history or science)	2
			(G6.2.2.1.3) Interpret and use simple, well-illustrated print and digital reference material presented in English to enhance learning in a content area taught in Arabic (e.g., consulting an English language reference book about a topic in science)	3

Domain	Strand	Standards	Student Learning Outcomes	Level
Grade 7				
(G7.1) Productive Skills	(G7.1.1) Interpersonal Communication	(G7.1.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing strong lexis and language base	(G7.1.1.1.1) Engage in conversations to negotiate solutions to problems or settle misunderstandings with others, posing well-formed hypothetical questions (“what/if”) as part of the process	2
			(G7.1.1.1.2) Comprehend and accurately restate information presented orally (or orally and with visuals) on media such as recordings, radio, or television	2
			(G7.1.1.1.3) Use 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, and print or digital dictionaries or translation programs	2
	(G7.1.2) Academic Communication	(G7.1.2.1) Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	(G7.1.2.1.1) Write short narratives or poems to develop real or imagined experiences or events, using descriptive details and sensory language and trying out rhetorical techniques they have learned in Arabic	3
			(G7.1.2.1.2) Prepare oral presentations in English that examine a topic and convey ideas, concepts, and information, responding to questions from and discussions with peers to engage with the audience	3
			(G7.1.2.1.3) Produce, edit, publish, and share what they write in English, both in print and digital modes, using features like PowerPoint, graphics, etc., to enhance their products	3
(G7.2) Receptive Skills	(G7.2.1) Interpersonal Communication	(G7.2.1.1) Understand and interpret written and spoken language on a variety of topics, for a variety of purposes, and in a variety of informal and social contexts both in and out of school	(G7.2.1.1.1) Participate actively in conversations and adapt conversational style and choice of rhetorical devices effectively, according to the purpose of oral discussions (e.g., to persuade or inform, explain procedures, or debate a point)	2
			(G7.2.1.1.2) Determine the argument and specific claims of English speakers in informal contexts, evaluating whether the reasoning is sound and whether the evidence presented is relevant and sufficient, and engaging with them in dialogue	3
			(G7.2.1.1.3) Compare and contrast informational print and digital material presented in Arabic and English to determine differences in perspective, detail, and usefulness in answering specific questions or presenting information	3

Domain	Strand	Standards	Student Learning Outcomes	Level
(G7.2) Receptive Skills	(G7.2.2) Academic Communication	(G7.2.2.1) Engage actively in conversation and discussions, provide and obtain information, and exchange opinions in the process of developing a strong lexis and language base	(G7.2.2.1.1) Compare and contrast short, well-written stories, dramas, or poems they have read in English to the materials' audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)	3
			(G7.2.2.1.2) When communicating with individuals with less English fluency, understand the need to adapt speech in conversations or discussions in academic settings, to ensure their comprehension, especially of academic language, and to model correct grammar and word use (e.g., explaining the meaning of a technical term)	2
			(G7.2.2.1.3) Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meaning; analyze the impact of a specific word choice on meaning and tone	3

Grade 8

(G8.1) Productive Skills	(G8.1.1) Interpersonal Communication	(G8.1.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions, all while increasing their abilities to use English	(G8.1.1.1.1) Understand and participate actively in lively discussions in informal situations by comprehending the information being presented and the argument being made and making oral contributions that sustain the interaction	2
			(G8.1.1.1.2) Adapt speech patterns, choice of vocabulary, word choice, etc. according to the context of the exchange (e.g. speaking less formally with peers or using less complex grammatical constructions with young children)	2
			(G8.1.1.1.3) Use 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, and print or digital dictionaries or translation programs	2
	(G8.1.2) Academic Communication	(G8.1.2.1) Prepare and present information, concepts, and ideas related to academic areas to audiences of listeners or readers on a variety of topics and in multiple modes, using technology as appropriate, and increasing their understanding of English technical and academic lexis	(G8.1.2.1.1) Working alone or cooperatively with others with others, create and prepare for English presentations of narrative/literary writing, such as presentations of poetry or short stories, or presentations related to content from academic courses taught in Arabic	3
			(G8.1.2.1.2) Prepare for and engage in English with others in oral presentations or debates that provide claims and findings from research in a focused, coherent manner, using appropriate visual displays and effective presentation styles (such as making eye contact and speaking at an adequate volume and with clear pronunciation)	3
			(G8.1.2.1.3) Use technology, including the Internet, to research, produce, edit, and publish expository or narrative written products, adding illustrations and graphic material as appropriate to convey information and ideas to others	3

Domain	Strand	Standards	Student Learning Outcomes	Level
(G8.2) Receptive Skills	(G8.2.1) Interpersonal Communication	(G8.2.1.1) Engage actively in informal or social conversations and discussions and use relevant print and digital texts to provide and obtain information, express feelings and emotions, and exchange opinions, using English	(G8.2.1.1.1) Adapt English speaking or writing style, complexity of grammatical constructions, and lexis to accommodate the English fluency and comprehension of participants in informal conversations or discussions or recipients or readers of what he/she is writing in English (e.g., e-mail messages, brief notes, etc.)	2
			(G8.2.1.1.2) Read and analyze popular English news media, such as television or Internet “feeds” and discuss them with others informally to gain common understanding of the validity and accuracy of the presentations	2
			(G8.2.1.1.3) Apply multiple strategies for determining the meaning of unfamiliar English words or terms used in conversation or nonacademic print and digital texts, for example, to understand slang, colloquialisms, or sarcasm	3
	(G8.2.2) Academic Communication	(G8.2.2.1) Engage actively in academic situations, such as classroom discussions conducted in English, use English proficiently to write in their content area studies, and read appropriate English-language print and digital texts to provide and obtain information and express their learning, using English	(G8.2.2.1.1) Participate in lively discussions about academic topics, demonstrating comprehension by adding ideas and concepts to make positive contributions	2
			(G8.2.2.1.2) Analyze straightforward English academic digital and print texts (for example, to determine authors’ points of view or the validity or relevance of the English texts to learning in content area subjects conducted in Arabic)	3
			(G8.2.2.1.3) Determine the meaning of words and phrases as they are used in a print or digital text or in an oral presentation in English, including understanding figurative, connotative, or technical meanings that may be unfamiliar	3

Grade 9

(G9.1) Productive Skills	(G9.1.1) Interpersonal Communication	(G9.1.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions, and write for many social and personal purposes, all while developing a strong lexis and language base	(G9.1.1.1.1) Exchange, support, and discuss their opinions and individual perspectives within small or large groups of peers and other English speakers, easily conversing on wide-ranging academic, social, or personal issues	2
			(G9.1.1.1.2) Demonstrate active involvement in conversations and discussions by posing and responding to questions that involve all participants and promote divergent and creative perspectives about relevant social or topical issues (e.g. comparisons of different traditional Emirati sports or the ramifications of national news)	2
			(G9.1.1.1.3) Analyze multiple cues offered by participants in English conversations or discussions and in print or digital material (such as advertisements or testimonials) as the means of determining the meaning of unfamiliar words or the speaker’s or writer’s intention (for example, the position of words in sentences, the speaker’s intonation or voice level, exaggerations or graphics, etc.)	2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G9.1) Productive Skills	(G9.1.2) Academic Communication	(G9.1.2.1) Prepare and present information, concepts, and ideas related to academic areas to audiences of listeners or readers on a variety of topics and in multiple modes, using technology as appropriate and increasing their understanding of English technical and academic lexis	(G9.1.2.1.1) Compose stories, poems, and dramas for the specific purpose of sharing orally (through dramatic readings, staging the production of plays with others) or in written form, and in a format and presentation mode that allows listeners, viewers, or readers to comprehend easily	3
			(G9.1.2.1.2) Compile information, findings, and supporting evidence about a topic of interest and engage in discussions on the topic with others, either in person or using technological means (such as online chat rooms, e-mail discussions and blogs, etc.); plan and produce English language reports in written or oral format or as English audio or video files	3
(G9.2) Receptive Skills	(G9.2.1) Interpersonal Communication	(G9.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions, and write for many social and personal purposes, all while developing a strong lexis and language base	(G9.2.1.1.1) Comprehend what one hears or reads in order to communicate with reasonable accuracy, fluency, and speed in familiar oral and written contexts to express himself/herself (e.g. responding to questions quickly or sending return e-mails)	2
			(G9.2.1.1.2) Read and discuss English language newspapers, websites, magazines, and other “popular” press materials for information on familiar topics, areas, or themes, using references such as online translators or dictionaries when needed for unfamiliar words	2
			(G9.2.1.1.3) Participate in English language chat rooms and other digital means of communicating broadly with peers and others about social issues, current events, and other topics	2
(G9.2) Receptive Skills	(G9.2.2) Academic Communication	(G9.2.2.1) Understand and interpret academic written and spoken language on a variety of topics, for a variety of purposes, and in a variety of contexts, both in and out of school, while strengthening their academic language skills and understanding of technical lexis	(G9.2.2.1.1) Explain how knowledge and skills acquired in other settings and subjects taught in Arabic help them comprehend spoken and written messages in English	2
			(G9.2.2.1.2) 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 analytically	3
			(G9.2.2.1.3) Analyze the purposes of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the purposes (e.g. social, informational, persuasive, political) of the presentations	3

Domain	Strand	Standards	Student Learning Outcomes	Level
Grade 10				
(G10.1) Productive Skills	(G10.1.1) Interpersonal Communication	(G10.1.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions, and write for many social and personal purposes, all while developing a strong lexis and language base	(G10.1.1.1.1) Engage effectively in spontaneous conversations, discussions, and written exchanges (e.g. email or social media with English speakers, both in school and in out-of school settings, expressing themselves with correct or nearly correct grammar, complex sentence structure and sophisticated word choices, and using slang, colloquialisms, and other informal English terms appropriate to their purpose (e.g. sports terminology)	2
			(G10.1.1.1.2) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English	3
			(G10.1.1.1.3) Use technology, including e-mail, chat rooms, social media, etc., to establish and maintain connections with adolescent English language users in other schools in the UAE or in other countries	2
	(G10.1.2) Academic Communication	(G10.1.2.1) Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes, showing increasingly strong English lexis and control of the conventions of English spelling and grammar, demonstrating only occasional errors or flaws	(G10.1.2.1.1) Engage with peers or others using technology to share drafts of work prepared in English for content area subjects; receive critiques and recommendations to produce, edit and publish; draw evidence from various text to support analyze, reflect, research and present final products orally and in writing	3
			(G10.1.2.1.2) Use 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	2
	(G10.2) Receptive Skills	(G10.2.1) Interpersonal Communication	(G10.2.1.1) 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	(G10.2.1.1.1) Respond thoughtfully to diverse perspectives, summarize points of agreement; and when warranted, qualify or justify their own views and understanding, and make new connections in light of the reasoning presented by others in conversations and discussion on familiar topics of common, non-academic issues (e.g. sports teams, favorite entertainers, etc.)
(G10.2.1.1.2) Demonstrate a wider lexis for understanding informal and social conversations (including those with slang and colloquialisms), and for reading clearly written or clearly constructed popular texts with relative ease, while also being able to apply many strategies to gain meaning when comprehension is difficult (e.g. using oral or written context clues, asking for repetition, consulting graphic supports in texts, or using technological aids, such as embedded links or translation software)				2
(G10.2.1.1.3) Consult English language sources and reference materials (including online sources, documentaries, magazines, and newspapers) to pursue personal interests, watch and discuss English language television and movies, and communicate on e-mail or in chat rooms with other English language users around the world				2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G10.2) Receptive Skills	(G10.2.1) Interpersonal Communication	(G10.2.1.1) 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	(G10.2.1.1.4) Analyze major English language media outlets and write informational compositions in the style of the media (e.g. a television or radio broadcast or an article in a newspaper) , and explain any differences in presentation mode	3
	(G10.2.2) Academic Communication	(G10.2.2.1) Understand and interpret written and spoken language on a variety of topics, for a variety of academic purposes, and in a variety of contexts, both in and out of school, gaining increasing control over English vocabulary, grammar, and conventions	(G10.2.2.1.1) Demonstrate English lexis that is broad and deep enough to understand academic discussions and comprehend clearly written print and digital materials about familiar and unfamiliar academic topics, while also being able to apply many strategies to gain meaning when comprehension is difficult (e.g. using oral or written context clues, rereading text or asking for repetition, or using technological aids such as embedded links or translation software)	2
			(G10.2.2.1.2) 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
			(G10.2.2.1.3) Use 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	3
		(G10.2.2.1.4) Evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; read and research material under study referring to evidence from text or other sources on the topic to stimulate comprehension	3	

Grade 11

(G11.1) Productive Skills	(G11.1.1) Interpersonal Communication	(G11.1.1.1) Engage actively in conversations and discussions about personal or social issues, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G11.1.1.1.1) Engage effectively in spontaneous conversations, discussions, and written exchanges e.g. e-mail or social media) with English speakers, both in school and in out-of-school settings, expressing themselves with correct grammar, complex sentence structure, and sophisticated word choices, and using slang, colloquialisms, and other informal terms appropriate to their purpose (e.g., sports terminology)	3
			(G11.1.1.1.2) Demonstrate a well-developed English lexis for listening, speaking, reading, and writing, and possess flexible strategies to determine the meaning of unfamiliar words or terms, or words with multiple meanings, when used by others in conversations or discussions, or in writing in informal English language publications like newspapers and websites	2
			(G11.1.1.1.3) Exchange, support, and discuss their opinions and perspectives within conversations or discussions with peers or other English speakers, easily conversing on wide-ranging academic, social, or personal issues	2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G11.1) Productive Skills	Academic Communication (G11.1.2)	(G11.1.2.1) Gather, develop, and present information, concepts, and ideas to an audience of listeners or readers on a variety of academic and school related topics and in multiple modes, showing increasingly strong English lexis and control of the conventions of English spelling and grammar, demonstrating only occasional errors or flaws	(G11.1.2.1.1) Analyze a complex set of ideas or sequence of events, explain and justify how specific individuals, ideas or events interact and develop over the course of the text; analyze how style and content contribute to the power, persuasiveness or beauty of the text	3
			(G11.1.2.1.2) Make strategic use of technology to produce expository or narrative texts, introducing the topic and organizing complex ideas, concepts, and information to create a unified whole that is appropriate for public distribution within the school or larger community of English users	3
			(G11.1.2.1.3) Present claims and findings, sequencing ideas logically and use descriptions, facts and details to support analysis of what the text says explicitly as well as inferences drawn from the text; include multimedia components(e.g. graphs, images, sounds or visual displays) to clarify information	3
(G11.2) Receptive Skills	(G11.2.1) Interpersonal Communication	(G11.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions, all while developing a strong lexis and language base	(G11.2.1.1.1) Demonstrate an increasing understanding of the nuances of meaning in written and spoken English language in social and informal settings, including inferring meanings that are implied but not explicitly stated	3
			(G11.2.1.1.2) Demonstrate an adequate lexis for understanding informal and social conversations and for reading clearly written or clearly constructed popular texts with relative ease, while also being able to apply many strategies to gain meaning when comprehension is difficult (e.g. using oral or written context clues, asking for repetition, consulting graphic supports in texts, or using technological aids, such as embedded links or translation software)	2
			(G11.2.1.1.3) Consult English-language sources and reference materials (including online sources, documentaries, magazines, and newspapers) to pursue personal interests, watch and discuss English language television and movies, and communicate on e-mail or in chat rooms with other English language users around the world	2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G11.2) Receptive Skills	(G11.2.2) Academic Communication	(G11.2.2.1) Understand and interpret written and spoken language on a variety of topics, for a variety of academic purposes, and in a variety of contexts, both in and out of school, gaining increasing control over English vocabulary, grammar, and conventions	(G11.2.2.1.1) Read English with a sufficient level of proficiency to consult print or online references such as English language websites or other resources routinely, read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses taught in Arabic	3
			(G11.2.2.1.2) Demonstrate an English lexis that is broad and deep enough to understand academic discussions and comprehend clearly written print and digital materials about familiar and unfamiliar academic topics, while also being able to apply many strategies to gain meaning when comprehension is difficult (e.g., using oral or written context clues, rereading text or asking for repetition, or using technological aids such as embedded links or translation software)	3
			(G11.2.2.1.3) Locate and analyze print and digital references in English that are relevant to content presented in their courses, and apply what they learn from sources to further their understanding of their coursework	2

Grade 12

(G12.1) Productive Skills	(G12.1.1) Interpersonal Communication	(G12.1.1.1) Engage actively in conversations and discussions about personal or social issues, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G12.1.1.1.1) Engage effectively in spontaneous conversations, discussions, and written exchanges e.g. e-mail or social media) with English speakers, both in school and in out-of-school settings, expressing themselves with correct grammar, complex sentence structure, and sophisticated word choices, and using slang, colloquialisms, and other informal terms appropriate to their purpose (e.g., sports terminology)	3
			(G12.1.1.1.2) Demonstrate a well-developed English lexis for listening, speaking, reading, and writing, and possess flexible strategies to determine the meaning of unfamiliar words or terms, or words with multiple meanings, when used by others in conversations or discussions, or in writing in informal English language publications like newspapers and websites	2
			(G12.1.1.1.3) Exchange, support, and discuss their opinions and perspectives within conversations or discussions with peers or other English speakers, easily conversing on wide-ranging academic, social, or personal issues	2

Domain	Strand	Standards	Student Learning Outcomes	Level
(G12.1) Productive Skills	(G12.1.2) Academic Communication	(G12.1.2.1) Gather, develop and present information, concepts, and ideas to an audience of listeners or readers on a variety of academic and school-related topics and in multiple modes, using English lexis appropriate to their purpose, correct grammar, and spelling most words correctly; refer to appropriate tools (such as translators, spelling checks or grammar-checks) to ensure that their oral or written products are as correct as possible	(G12.1.2.1.1) Produce a variety of high-quality, well-developed expository and narrative texts, introducing the topic and organizing complex ideas, concepts, and information to create a unified whole that is appropriate for public distribution within the school or larger community of English users	3
			(G12.1.2.1.2) Demonstrate proficiency levels in speaking and writing in English that enable them to switch easily between Arabic and English, and to translate one language into the other with only minor errors (e.g., participating actively in interactive discussions or e-mail exchanges one-on-one, in groups and teacher led with English and Arabic speakers about academic topics)	3
			(G12.1.2.1.3) Maintain consistent control of all grammatical features, both orally and in writing, demonstrating few errors in speech or writing and using precise and appropriate lexis in academic, social, and other contexts	2
(G12.2) Receptive Skills	(G12.2.1) Interpersonal Communication	(G12.2.1.1) Understand and interpret information presented in diverse media and formats or from informal and social conversations and discussions; interpret others' feelings, emotions and opinions, and express their feelings, opinions and emotions in fluent oral or written English	(G12.2.1.1.1) Demonstrate an understanding of the nuances of meaning in written and spoken English language in social and informal settings; use multiple strategies to infer meanings that are implied	2
			(G12.2.1.1.2) Participates in conversations by posing and responding to questions that probe reason and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives	2
			(G12.2.1.1.3) Alter intonation as appropriate in oral contexts, such as to indicate shades of meaning, questioning, misunderstanding, humor, doubt, etc.; write extended and varied texts, using correct English, appropriate technical language as needed, and style as required for the purposes of writing	2
(G12.2.2) Academic Communication	(G12.2.2.1) Understand and interpret written and spoken academic English, in multiple genres, from multiple periods, and language on a variety of topics, for a variety of purposes; students use reference tools such as translation software and spelling and grammar checks to ensure their written and oral production is correct	(G12.2.2.1) Understand and interpret written and spoken academic English, in multiple genres, from multiple periods, and language on a variety of topics, for a variety of purposes; students use reference tools such as translation software and spelling and grammar checks to ensure their written and oral production is correct	(G12.2.2.1.1) Evaluate the point of view, reasoning, and use of evidence and rhetoric in academic or scholarly presentations given in English and in written texts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used	3
			(G12.2.2.1.2) Analyze and explain the impact of the choices made by authors or developers of videos and films as they created literary works such as poems, short stories, plays, or movies	3
			(G12.2.2.1.3) Analyze and evaluate diverse texts and digital material created in English to determine point of view, bias, validity, etc., as well as the effectiveness of the materials in meeting their purpose (e.g. to inform, persuade, show cause and effect, provide procedures); analyze and evaluate diverse literary texts in English, including classic and contemporary novels, poetry, essays, and scripts, to compare and contrast them to classic and contemporary literacy texts in Arabic	3

Standards and Student Learning Outcomes by Strand

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
Domain: Foundational Skills				
(K1.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	K1	(K1.1.1.1) Demonstrate their understanding of the components of spoken words, syllables, and phonemes in Arabic as a foundation for initial exposure to English	(K1.1.1.1.1) Count and clap the syllables and sounds in his or her own name and in familiar words spoken orally in English	2
			(K1.1.1.1.2) Distinguish between letters of the alphabet, numbers and words (signs, etc.) written in Arabic script and in English script	2
(K2.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	K2	(K2.1.1.1) Demonstrate their understanding of the components of spoken English words, syllables, and phonemes and command of the English script	(K2.1.1.1.1) Clap out, count, pronounce distinct segments, and blend syllables in words spoken in English by adding or substituting individual sounds (phonemes in simple, one –syllable words to make new words (e.g. cat ,hat ,sat, fat etc.)	2
			(K2.1.1.1.2) Recognize and produce rhyming words and nonsense words in English by replacing initial or final sounds	2
			(K2.1.1.1.3) Recognize many uppercase and lowercase letters of the English alphabet, especially those in his or her name; name the letters; copy models of uppercase and lowercase letters	2
(G1.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	G1	(G1.1.1.1) Demonstrate understanding of spoken English words, syllables, phonemes, and the symbols that represent phonemes in print	(G1.1.1.1.1) Isolate and pronounce the initial and final sounds in simple, one syllable words and non-words; add, delete, or change words to create new words (phonemic substitution)	2
			(G1.1.1.1.2) Demonstrate understanding of English letter-sound correspondences by producing the sounds of most consonants in the English alphabet	2
			(G1.1.1.1.3) Produce all English alphabet uppercase and lowercase letters accurately demonstrating some common confusion (e.g. m and w, d and b, and distinguishing minimal l pairs (e.g./b/and /p/, /t/ and /d/ etc.)	2
(G2.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	G2	(G2.1.1.1) Demonstrate understanding of spoken English words, syllables, phonemes, and the symbols that represent phonemes in print	(G2.1.1.1.1) Isolate and pronounce initial, medial, and final sounds in familiar and unfamiliar words, including some with digraphs and diphthongs	3
			(G2.1.1.1.2) Apply understanding of phonics to write simple texts and to decode words with exact letter-sound correspondences	3
			(G2.1.1.1.3) Produce legible print of English script uppercase and lowercase letters, referring to models (e.g., alphabet charts) as needed	2

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(G3.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	G3	(G3.1.1.1) Demonstrate understanding of spoken English words, syllables, phonemes, and the symbols that represent phonemes in print	(G3.1.1.1.1) Demonstrate knowledge of English letter-sound correspondences by correctly reading and spelling words in isolation	3
			(G3.1.1.1.2) Recognize and name uppercase and lower-case English script correctly or nearly correctly and apply this understanding to form these letters legibly; demonstrate command of the conventions of standard grammar, usage and mechanics; begin to use a word processor with an English script keyboard	2
			(G3.1.1.1.3) Understand letter-sound correspondences for irregular vowels (e.g. digraphs and diphthongs, silent /e/), doubled consonants, and other irregularities (e.g. terminal /ph/ equals /f/)	3
(G4.1.1) Phonemic Awareness, Phonics, Alphabet Recognition and Use	G4	(G4.1.1.1) Demonstrate understanding of spoken English words, syllables, phonemes, and the symbols that represent phonemes in print	(G4.1.1.1.1) Identify and understand the meaning of common prefixes and suffixes and decode multi-syllable words	3
			(G4.1.1.1.2) Apply understanding of English letter-sound correspondence to decode (“sound out”) irregularly spelled words	3
			(G4.1.1.1.3) Begin to transition from printing the English script to producing and understanding cursive script	3

Domain: Productive Skills

(K1.2.1) Interpersonal Communication	K1	(K1.2.1.1) Understand the functional nature of Arabic in interpersonal communication as the foundation for later learning in English	(K1.2.1.1.1) Recognize that spoken language can be written down and read (as demonstrated in Arabic in KG1 classes)	3
			(K1.2.1.1.2) Engage with others in social interactions, using terms like “hello,” asking and answering very simple questions, and stating feelings, in Arabic and English	2
(K2.2.1) Interpersonal Communication	K2	(K2.2.1.1) Use a few common English words to engage in conversations in social settings and informal contexts	(K2.2.1.1.1) With prompting and support ask and answer simple questions about familiar topics and unknown words, and yes/ no, or either/or questions	3
			(K2.2.1.1.2) Use appropriate English greetings (such as “hello”) and introduce themselves in English (e.g., “My name is Fatima”), and express thoughts, ideas and feelings	1
			(K2.2.1.1.3) Recognize, say, and (using a model) write his or her own first name in English, with letters progressing left to right	2

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(G1.2.1) Interpersonal Communication	G1	(G1.2.1.1) Engage in conversation and discussions, provide and obtain information, express feeling and emotion, and exchange opinions in the process of developing a strong lexis and language base	(G1.2.1.1.1) Apply understanding of the English sound system to pronounce and write a limited number of words and phrases that can be understood with some effort by listeners accustomed to interacting with English learners	2
			(G1.2.1.1.2) Initiate conversations with peers and adults, making simple comments, asking and answering simple questions, and expressing needs and emotions	3
			(G1.2.1.1.3) Categorize words into common categories, such as color, objects, time, sizes, distances, and action words	2
(G2.2.1) Interpersonal Communication	G2	(G2.2.1.1) Show increasing ease with English in short, simple conversations and discussions as speakers and listeners	(G2.2.1.1.1) Ask and answer questions about familiar topics in small-group personal interactions, using simple English constructions and correct lexis or with minimal errors (e.g., questions about events happening in the past), requesting clarification when needed	2
			(G2.2.1.1.2) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges	2
			(G2.2.1.1.3) Write simple notes to friends, family, or his or her teacher with reasonable accuracy, using mostly familiar and phonetically regular words and knowledge of letter-sound correspondences	3
(G3.2.1) Interpersonal Communication	G3	(G3.2.1.1) Show increasing ease with English in simple conversations and discussions as speakers and listeners, and use English for simple written communications	(G3.2.1.1.1) Use simple but complete sentences, simple vocabulary, and simple grammatical constructions when engaging in conversations or discussions with others in English	2
			(G3.2.1.1.2) Write short, mostly formulaic notes related to familiar topics or immediate needs, using correct spelling and grammar (e.g. "Fatima is my friend" or "I love my mother and father")	2
			(G3.2.1.1.3) Ask a speaker questions about what he or she has said in very straightforward English and ask and answer questions to continue the conversation (e.g. use of wh-questions)	3
(G4.2.1) Interpersonal Communication	G4	(G4.2.1.1) Show increasing ease with English in simple conversations and discussions, as both speakers and listeners, and use English for simple written communications	(G4.2.1.1.1) Use appropriate English lexis to express feelings, interest or disinterest, ask directions, show gratitude, etc., with increasingly accurate word choice (e.g., explaining why he or she likes something)	2
			(G4.2.1.1.2) Understand and actively engage in conversations or discussions with others with relative ease, using complete sentences, correct English grammar, and lexis adequate to maintain the exchange	3
			(G4.2.1.1.3) Write fluently for social or informal interactions (such as notes or e-mails to friends, classmates, or family members), using correct English and either legible English script or technology	2

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(G5.1.1) Interpersonal Communication	G5	(G5.1.1.1) 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	(G5.1.1.1.1) Use grammatically correct sentences to exchange information on varied personal or school-related topics with others in informal conversations or discussions conducted in English	2
			(G5.1.1.1.2) Communicate in writing with friends and family in legible English script or on an English script keyboard, spelling words correctly and using appropriate grammar	2
			(G5.1.1.1.3) Increase lexis by attending to context and asking for clarification and definitions of unfamiliar English words or terms, or those that have multiple or nuanced meanings	2
(G6.1.1) Interpersonal Communication	G6	(G6.1.1.1) Engage actively in conversation and discussions, provide and obtain information, express feeling and emotion, and exchange opinions in the process of developing a strong lexis and language base	(G6.1.1.1.1) Vary the sentence structure in conversations and discussion (e.g., beginning sentences with clauses to show time ["when," "at the same time"] or to show contrasts ["on the other hand"]); sustain conversations with several people using English	2
			(G6.1.1.1.2) Maintain focus and attention on the main ideas and details as topics of conversations or discussions in English change, or new ideas and perspectives are presented in English; ask for clarification if needed	2
			(G6.1.1.1.3) Use multiple strategies to determine the meaning of unfamiliar words or terms or words with multiple meanings, including oral context clues or speaker's intonation, print or digital dictionaries, or analysis of English roots and affixes	2
(G7.1.1) Interpersonal Communication	G7	(G7.1.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing strong lexis and language base	(G7.1.1.1.1) Engage in conversations to negotiate solutions to problems or settle misunderstandings with others, posing well-formed hypothetical questions ("what/if") as part of the process	2
			(G7.1.1.1.2) Comprehend and accurately restate information presented orally (or orally and with visuals) on media such as recordings, radio, or television	2
			(G7.1.1.1.3) Use 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, and print or digital dictionaries or translation programs	2

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(G8.1.1) Interpersonal Communication	G8	(G8.1.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions, all while increasing their abilities to use English	(G8.1.1.1.1) Understand and participate actively in lively discussions in informal situations by comprehending the information being presented and the argument being made and making oral contributions that sustain the interaction	2
			(G8.1.1.1.2) Adapt speech patterns, choice of vocabulary, word choice, etc. according to the context of the exchange (e.g. speaking less formally with peers or using less complex grammatical constructions with young children)	2
			(G8.1.1.1.3) Use 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, and print or digital dictionaries or translation programs	2
(G9.1.1) Interpersonal Communication	G9	(G9.1.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions, and write for many social and personal purposes, all while developing a strong lexis and language base	(G9.1.1.1.1) Exchange, support, and discuss their opinions and individual perspectives within small or large groups of peers and other English speakers, easily conversing on wide-ranging academic, social, or personal issues	2
			(G9.1.1.1.2) Demonstrate active involvement in conversations and discussions by posing and responding to questions that involve all participants and promote divergent and creative perspectives about relevant social or topical issues (e.g. comparisons of different traditional Emirati sports or the ramifications of national news)	2
			(G9.1.1.1.3) Analyze multiple cues offered by participants in English conversations or discussions and in print or digital material (such as advertisements or testimonials) as the means of determining the meaning of unfamiliar words or the speaker's or writer's intention (for example, the position of words in sentences, the speaker's intonation or voice level, exaggerations or graphics, etc.)	2

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(G10.1.1) Interpersonal Communication	G10	(G10.1.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions, and write for many social and personal purposes, all while developing a strong lexis and language base	(G10.1.1.1.1) Engage effectively in spontaneous conversations, discussions, and written exchanges (e.g. email or social media with English speakers, both in school and in out-of school settings, expressing themselves with correct or nearly correct grammar, complex sentence structure and sophisticated word choices, and using slang, colloquialisms, and other informal English terms appropriate to their purpose (e.g. sports terminology)	2
			(G10.1.1.1.2) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English	3
			(G10.1.1.1.3) Use technology, including e-mail, chat rooms, social media, etc., to establish and maintain connections with adolescent English language users in other schools in the UAE or in other countries	2
(G11.1.1) Interpersonal Communication	G11	(G11.1.1.1) Engage actively in conversations and discussions about personal or social issues, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G11.1.1.1.1) Engage effectively in spontaneous conversations, discussions, and written exchanges e.g. e-mail or social media) with English speakers, both in school and in out-of-school settings, expressing themselves with correct grammar, complex sentence structure, and sophisticated word choices, and using slang, colloquialisms, and other informal terms appropriate to their purpose (e.g., sports terminology)	3
			(G11.1.1.1.2) Demonstrate a well-developed English lexis for listening, speaking, reading, and writing, and possess flexible strategies to determine the meaning of unfamiliar words or terms, or words with multiple meanings, when used by others in conversations or discussions, or in writing in informal English language publications like newspapers and websites	2
			(G11.1.1.1.3) Exchange, support, and discuss their opinions and perspectives within conversations or discussions with peers or other English speakers, easily conversing on wide-ranging academic, social, or personal issues	2

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(G12.1.1) Interpersonal Communication	G12	(G12.1.1.1) Engage actively in conversations and discussions about personal or social issues, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base	(G12.1.1.1.1) Engage effectively in spontaneous conversations, discussions, and written exchanges e.g. e-mail or social media) with English speakers, both in school and in out-of-school settings, expressing themselves with correct grammar, complex sentence structure, and sophisticated word choices, and using slang, colloquialisms, and other informal terms appropriate to their purpose (e.g., sports terminology)	3
			(G12.1.1.1.2) Demonstrate a well-developed English lexis for listening, speaking, reading, and writing, and possess flexible strategies to determine the meaning of unfamiliar words or terms, or words with multiple meanings, when used by others in conversations or discussions, or in writing in informal English language publications like newspapers and websites	2
			(G12.1.1.1.3) Exchange, support, and discuss their opinions and perspectives within conversations or discussions with peers or other English speakers, easily conversing on wide-ranging academic, social, or personal issues	2
(K1.2.2) Academic Communication	K1	(K1.2.2.1) Understand the nature of academic communication through their instruction in Arabic and in English	(K1.2.2.1.1) Dictate captions for his or her drawings for teacher transcription (in Arabic) to learn procedures for later diction in English	2
			(K1.2.2.1.2) Approximate Arabic and English script in trying to write his or her own messages (with text progressing from right to left and from left to right)	2
(K2.2.2) Academic Communication	K2	(K2.2.2.1) Engage in conversations and discussions, using English and demonstrating a beginning grasp of technical and academic lexis within their classes and other academic contexts	(K2.2.2.1.1) With guidance and support, explore word relationships by sorting common objects into categories (shapes, foods, colors, etc.) and demonstrate an understanding of antonyms	3
			(K2.2.2.1.2) Write approximations of the letters of the English alphabet, with a combination of drawing and dictating in English left-to-right progression, using models or alphabet charts for support	2
			(K2.2.2.1.3) Use a combination of drawing, visual displays, and dictating in English to depict an event, tell a story, or present an idea in a form that can be shared with others to identify relations between illustrations and texts	3

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(G1.2.2) Academic Communication	G1	(G1.2.2.2) Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	(G1.2.2.2.1) Name letters in the English alphabet and write uppercase and lowercase letters correctly in isolation and in simple captions on drawings that go from left to right	2
			(G1.2.2.2.2) Demonstrate command (in oral language) of basic English grammatical constructions, such as subject + verb, "I" + verb, connectors like "and,"- and simple prepositional phrases, such as "in" + object, etc.	2
			(G1.2.2.1.3) Use simple English lexis to orally share ideas and information that are appropriate to task and purpose	3
(G2.2.2) Academic Communication	G2	(G2.2.2.1) Present information, concepts, and ideas in English, using simple sentences and familiar lexis	(G2.2.2.1.1) Read simple poems orally to others; recite short, simple poems from memory; read orally for audio- or videotaping, using English that is intelligible to listeners who are accustomed to beginning English speakers	3
			(G2.2.2.1.2) Produce simple stories or poems and annotations for drawings or other work, often using models to form letters correctly and approximating correct English grammar and mechanics (e.g. subject/ verb agreement, pronoun use, plural formation, punctuation, etc.)	3
			(G2.2.2.1.3) Retell stories including key details and message or lesson learnt (e.g. who, what, where, when, etc.) Identify key words and phrases in stories or poems	3
(G3.2.2) Academic Communication	G3	(G3.2.2.1) Present information, concepts, and ideas in English, using simple sentences and familiar lexis	(G3.2.2.1.1) Use English root words and affixes to predict the meaning of a word (e.g., noticing how "non" and "un" create negatives); demonstrate understanding of word relationships and nuances distinguishing shades of meaning among closely related words (e.g. march, walk, tread) using dictionaries	3
			(G3.2.2.1.2) Produce simple short stories or personal narratives with a moral beginning, middle, and end that show correct spelling and choice of varied, grade-appropriate vocabulary, and that connect ideas logically	3
			(G3.2.2.1.3) Collaboratively prepare short oral or written reports with visual support (e.g. illustrations, graphics, charts) to examine, explain, or describe a topic or experience; discuss the report orally with audience	3

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(G4.2.2) Academic Communication	G4	(G4.2.2.1) Present information, concepts, and ideas in English, using simple sentences and lexis appropriate to the school setting	(G4.2.2.1.1) Use complete sentences and appropriate lexis when engaging in conversations or discussions with others in school, varying the sentence patterns as needed to maintain the exchange	2
			(G4.2.2.1.2) Produce simple but clear and coherent written texts (e.g. to paraphrase something that has been read in English) — using a word processor or by hand — in which the development and organization are appropriate to varied tasks, purposes, and audiences	3
			(G4.2.2.1.3) Deliver short reports, in English, on academic topics or personal experiences clearly and at an understandable pace; tell a story, or describe observations in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes	3
(G5.1.2) Academic Communication	G5	(G5.1.2.1) Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	(G5.1.2.1.1) Write and defend short interpretations, analyses, or critiques of what has been read, heard, or viewed in English	3
			(G5.1.2.1.2) Write straightforward and short informative or explanatory texts that examine a topic and convey ideas and information clearly, using multimedia components as appropriate and linking ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially)	3
			(G5.1.2.1.3) Use multimedia components (e.g. graphics, sound) and visual displays when preparing presentations to enhance the development of the main ideas or themes to be presented in English	3

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(G6.1.2) Academic Communication	G6	(G6.1.2.1) Present information, concepts and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	(G6.1.2.1.1) Write independently or with others short but coherent narratives, short stories, poems, or skits (short often humorous piece of writing) about their own experiences or literary themes, attending to correct English grammar and spelling and appropriate structure for the literary mode	3
			(G6.1.2.1.2) Present claims and findings in writing or oral presentations, 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; use technology to produce, edit, enhance, and publish their work as appropriate	3
			(G6.1.2.1.3) Develop a sufficient range of lexis and command of English grammar to participate in conversations, discussions, and instructional sessions, so long as unfamiliar terminology is explained and translated; write short, relatively coherent texts about familiar topics or school subjects	3
(G7.1.2) Academic Communication	G7	(G7.1.2.1) Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	(G7.1.2.1.1) Write short narratives or poems to develop real or imagined experiences or events, using descriptive details and sensory language and trying out rhetorical techniques they have learned in Arabic	3
			(G7.1.2.1.2) Prepare oral presentations in English that examine a topic and convey ideas, concepts, and information, responding to questions from and discussions with peers to engage with the audience	3
			(G7.1.2.1.3) Produce, edit, publish, and share what they write in English, both in print and digital modes, using features like PowerPoint, graphics, etc., to enhance their products	3

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(G8.1.2) Academic Communication	G8	(G8.1.2.1) Prepare and present information, concepts, and ideas related to academic areas to audiences of listeners or readers on a variety of topics and in multiple modes, using technology as appropriate, and increasing their understanding of English technical and academic lexis	(G8.1.2.1.1) Working alone or cooperatively with others with others, create and prepare for English presentations of narrative/literary writing, such as presentations of poetry or short stories, or presentations related to content from academic courses taught in Arabic	3
			(G8.1.2.1.2) Prepare for and engage in English with others in oral presentations or debates that provide claims and findings from research in a focused, coherent manner, using appropriate visual displays and effective presentation styles (such as making eye contact and speaking at an adequate volume and with clear pronunciation)	3
			(G8.1.2.1.3) Use technology, including the Internet, to research, produce, edit, and publish expository or narrative written products, adding illustrations and graphic material as appropriate to convey information and ideas to others	3
(G9.1.2) Academic Communication	G9	(G9.1.2.1) Prepare and present information, concepts, and ideas related to academic areas to audiences of listeners or readers on a variety of topics and in multiple modes, using technology as appropriate and increasing their understanding of English technical and academic lexis	(G9.1.2.1.1) Compose stories, poems, and dramas for the specific purpose of sharing orally (through dramatic readings, staging the production of plays with others) or in written form, and in a format and presentation mode that allows listeners, viewers, or readers to comprehend easily	3
			(G9.1.2.1.2) Compile information, findings, and supporting evidence about a topic of interest and engage in discussions on the topic with others, either in person or using technological means (such as online chat rooms, e-mail discussions and blogs, etc.); plan and produce English language reports in written or oral format or as English audio or video files	3
(G10.1.2) Academic Communication	G10	(G10.1.2.1) Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes, showing increasingly strong English lexis and control of the conventions of English spelling and grammar, demonstrating only occasional errors or flaws	(G10.1.2.1.1) Engage with peers or others using technology to share drafts of work prepared in English for content area subjects; receive critiques and recommendations to produce, edit and publish; draw evidence from various text to support analyze, reflect, research and present final products orally and in writing	3
			(G10.1.2.1.2) Use 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	2

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(G11.1.2) Academic Communication	G11	(G11.1.2.1) Gather, develop, and present information, concepts, and ideas to an audience of listeners or readers on a variety of academic and school related topics and in multiple modes, showing increasingly strong English lexis and control of the conventions of English spelling and grammar, demonstrating only occasional errors or flaws	(G11.1.2.1.1) Analyze a complex set of ideas or sequence of events, explain and justify how specific individuals, ideas or events interact and develop over the course of the text; analyze how style and content contribute to the power, persuasiveness or beauty of the text	3
			(G11.1.2.1.2) Make strategic use of technology to produce expository or narrative texts, introducing the topic and organizing complex ideas, concepts, and information to create a unified whole that is appropriate for public distribution within the school or larger community of English users	3
			(G11.1.2.1.3) Present claims and findings, sequencing ideas logically and use descriptions, facts and details to support analysis of what the text says explicitly as well as inferences drawn from the text; include multimedia components(e.g. graphs, images, sounds or visual displays) to clarify information	3
(G12.1.2) Academic Communication	G12	(G12.1.2.1) Gather, develop and present information, concepts, and ideas to an audience of listeners or readers on a variety of academic and school-related topics and in multiple modes, using English lexis appropriate to their purpose, correct grammar, and spelling most words correctly; refer to appropriate tools (such as translators, spelling checks or grammar-checks) to ensure that their oral or written products are as correct as possible	(G12.1.2.1.1) Produce a variety of high-quality, well-developed expository and narrative texts, introducing the topic and organizing complex ideas, concepts, and information to create a unified whole that is appropriate for public distribution within the school or larger community of English users	3
			(G12.1.2.1.2) Demonstrate proficiency levels in speaking and writing in English that enable them to switch easily between Arabic and English, and to translate one language into the other with only minor errors (e.g., participating actively in interactive discussions or e-mail exchanges one-on-one, in groups and teacher led with English and Arabic speakers about academic topics)	3
			(G12.1.2.1.3) Maintain consistent control of all grammatical features, both orally and in writing, demonstrating few errors in speech or writing and using precise and appropriate lexis in academic, social, and other contexts	2
Domain: Receptive Skills				
(K1.3.1) Interpersonal Communication	K1	(K1.3.1.1) Understand the functional nature of Arabic in interpersonal communication as a foundation of learning English	(K1.3.1.1.1) Recognize common environmental print and its communicative purposes	1
			(K1.3.1.1.2) Listen attentively to others during conversations	2

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(K2.3.1) Interpersonal Communication	K2	(K2.3.1.1) Understand and learn from simple English dialogue or recordings and engage orally in social and other informal contexts	(K2.3.1.1.1) Recognize and read their own first and last names and common words (e.g. EXIT, STOP, IN, OFF, or the names of retail establishments) when written in English	2
			(K2.3.1.1.2) Understand and respond to simple questions asked in English in one-on-one or small group informal settings (e.g., "What is your name?" "How are you today?")	3
			(K2.3.1.1.3) Acquire an increasing number of functional English words (for use in informal settings), understand them when used by others, and produce these words themselves	3
(G1.3.1) Interpersonal Communication	G1	(G1.3.1.1) Understand and use some English words in informal conversations	(G1.3.1.1.1) Engage in making introductions and use basic leave-taking expressions	2
			(G1.3.1.1.2) Listen and respond to instructions or information presented orally or through other media, and initiate conversations with peers in English and engage in short conversations, such as asking and answering questions ("How are you?" or "What time is it?")	3
(G2.3.1) Interpersonal Communication	G2	(G2.3.1.1) Understand and can use familiar English words in informal conversations with others	(G2.3.1.1.1) Listen attentively to conversations and other social or informal interactions and use context clues, tone of voice, gestures, etc. to identify the meaning of unfamiliar words and terms	3
			(G2.3.1.1.2) Read to identify specific information in familiar, predictable, everyday materials (such as advertisements in newspapers, signs, notices, etc. that are written in English)	2
			(G2.3.1.1.3) Read and comprehend simple e-mails and notes from friends and family; attend to classroom and environmental print in English; understand simple commands and requests given in English	2
(G3.3.1) Interpersonal Communication	G3	(G3.3.1.1) Develop oral and written lexis and comprehension and use increasingly complex English grammatical construction in informal settings	(G3.3.1.1.1) Interpret spoken directions or instructions and direct questions correctly about personal or general information given in English	2
			(G3.3.1.1.2) Handle short social exchanges, 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 topics and texts under discussion)	3
			(G3.3.1.1.3) Read simple messages presented in straightforward English, follow multi-step commands and requests, given in class, asking for clarification when needed	2

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(G4.3.1) Interpersonal Communication	G4	(G4.3.1.1) Engage with increasing confidence and fluency in conversations and discussions in English and write in English for informal purposes; students demonstrate growth in lexis for listening, speaking, reading, and writing	(G4.3.1.1.1) Find and understand relevant information in everyday material written in English; (e.g. referring to an English-language web site to prove a point in a conversation or to check sports scores)	2
			(G4.3.1.1.2) Read independently about topics of personal interest in well-illustrated, straightforward books or magazines written in English, using dictionaries or other online or print references when needed to determine the meanings of English words	3
			(G4.3.1.1.3) Read emails from friends, parents and others to communicate for informal or social purposes	3
(G5.2.1) Interpersonal Communication	G5	(G5.2.1.1) Understand and interpret written and spoken language on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school	(G5.2.1.1.1) Understand most simple, informal English conversations or discussions, even if some speakers are understood incompletely	2
			(G5.2.1.1.2) Comprehend and use simple English language materials such as simple procedural manuals with multiple steps and illustrations, grade-appropriate web sites, etc.	2
			(G5.2.1.1.3) Understand simple communications written in English for social or informal purposes and respond in English	3
(G6.2.1) Interpersonal Communication	G6	(G6.2.1.1) Understand and interpret written and spoken language on a variety of topics, for a variety of purposes, and in a variety of contexts both in and out of school	(G6.2.1.1.1) Comprehend and use very common English slang, colloquialisms, and clichés when carrying on a conversation (e.g., “fit as a fiddle” or to “ace the exam”)	2
			(G6.2.1.1.2) Follow the main points of most English-language news coverage, especially when supported by visuals and when the delivery is clear, as well as the main points of other television or video presentations about familiar topics	2
			(G6.2.1.1.3) Ask questions to clarify information presented in English by others to check on their own understanding; make statements to link their comments to the remarks of others in informal or other conversations	2
(G7.2.1) Interpersonal Communication	G7	(G7.2.1.1) Understand and interpret written and spoken language on a variety of topics, for a variety of purposes, and in a variety of informal and social contexts both in and out of school	(G7.2.1.1.1) Participate actively in conversations and adapt conversational style and choice of rhetorical devices effectively, according to the purpose of oral discussions (e.g., to persuade or inform, explain procedures, or debate a point)	2
			(G7.2.1.1.2) Determine the argument and specific claims of English speakers in informal contexts, evaluating whether the reasoning is sound and whether the evidence presented is relevant and sufficient, and engaging with them in dialogue	3
			(G7.2.1.1.3) Compare and contrast informational print and digital material presented in Arabic and English to determine differences in perspective, detail, and usefulness in answering specific questions or presenting information	3

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(G8.2.1) Interpersonal Communication	G8	(G8.2.1.1) Engage actively in informal or social conversations and discussions and use relevant print and digital texts to provide and obtain information, express feelings and emotions, and exchange opinions, using English	(G8.2.1.1.1) Adapt English speaking or writing style, complexity of grammatical constructions, and lexis to accommodate the English fluency and comprehension of participants in informal conversations or discussions or recipients or readers of what he/she is writing in English (e.g., e-mail messages, brief notes, etc.)	2
			(G8.2.1.1.2) Read and analyze popular English news media, such as television or Internet “feeds” and discuss them with others informally to gain common understanding of the validity and accuracy of the presentations	2
			(G8.2.1.1.3) Apply multiple strategies for determining the meaning of unfamiliar English words or terms used in conversation or nonacademic print and digital texts, for example, to understand slang, colloquialisms, or sarcasm	3
(G9.2.1) Interpersonal Communication	G9	(G9.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions, and write for many social and personal purposes, all while developing a strong lexis and language base	(G9.2.1.1.1) Comprehend what one hears or reads in order to communicate with reasonable accuracy, fluency, and speed in familiar oral and written contexts to express himself/herself (e.g. responding to questions quickly or sending return e-mails)	2
			(G9.2.1.1.2) Read and discuss English language newspapers, websites, magazines, and other “popular” press materials for information on familiar topics, areas, or themes, using references such as online translators or dictionaries when needed for unfamiliar words	2
			(G9.2.1.1.3) Participate in English language chat rooms and other digital means of communicating broadly with peers and others about social issues, current events, and other topics	2

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(G10.2.1) Interpersonal Communication	G10	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 (G10.2.1.1)	(G10.2.1.1.1) Respond thoughtfully to diverse perspectives, summarize points of agreement; and when warranted, qualify or justify their own views and understanding, and make new connections in light of the reasoning presented by others in conversations and discussion on familiar topics of common, non-academic issues (e.g. sports teams, favorite entertainers, etc.)	3
			(G10.2.1.1.2) Demonstrate a wider lexis for understanding informal and social conversations (including those with slang and colloquialisms), and for reading clearly written or clearly constructed popular texts with relative ease, while also being able to apply many strategies to gain meaning when comprehension is difficult (e.g. using oral or written context clues, asking for repetition, consulting graphic supports in texts, or using technological aids, such as embedded links or translation software)	2
			(G10.2.1.1.3) Consult English language sources and reference materials (including online sources, documentaries, magazines, and newspapers) to pursue personal interests, watch and discuss English language television and movies, and communicate on e-mail or in chat rooms with other English language users around the world	2
			(G10.2.1.1.4) Analyze major English language media outlets and write informational compositions in the style of the media (e.g. a television or radio broadcast or an article in a newspaper), and explain any differences in presentation mode	3
(G11.2.1) Interpersonal Communication	G11	(G11.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions, all while developing a strong lexis and language base	(G11.2.1.1.1) Demonstrate an increasing understanding of the nuances of meaning in written and spoken English language in social and informal settings, including inferring meanings that are implied but not explicitly stated	3
			(G11.2.1.1.2) Demonstrate an adequate lexis for understanding informal and social conversations and for reading clearly written or clearly constructed popular texts with relative ease, while also being able to apply many strategies to gain meaning when comprehension is difficult (e.g. using oral or written context clues, asking for repetition, consulting graphic supports in texts, or using technological aids, such as embedded links or translation software)	2
			(G11.2.1.1.3) Consult English-language sources and reference materials (including online sources, documentaries, magazines, and newspapers) to pursue personal interests, watch and discuss English language television and movies, and communicate on e-mail or in chat rooms with other English language users around the world	2

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(G12.2.1) Interpersonal Communication	G12	(G12.2.1.1) Understand and interpret information presented in diverse media and formats or from informal and social conversations and discussions; interpret others' feelings, emotions and opinions, and express their feelings, opinions and emotions in fluent oral or written English	(G12.2.1.1.1) Demonstrate an understanding of the nuances of meaning in written and spoken English language in social and informal settings; use multiple strategies to infer meanings that are implied	2
			(G12.2.1.1.2) Participates in conversations by posing and responding to questions that probe reason and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives	2
			(G12.2.1.1.3) Alter intonation as appropriate in oral contexts, such as to indicate shades of meaning, questioning, misunderstanding, humor, doubt, etc.; write extended and varied texts, using correct English, appropriate technical language as needed, and style as required for the purposes of writing	2
(K1.3.2) Academic Communication	K1	(K1.3.2.1) Understand the nature of Arabic in academic settings as a foundation for later learning in English	(K1.3.2.1.1) 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)	2
			(K1.3.2.1.2) Participate in instructional activities led by the teacher	2
(K2.3.2) Academic Communication	K2	(K2.3.2.1) Understand and learn from simple English dialogue conducted with their English teacher and engage in simple academic oral discourse with their teacher and peers	(K2.3.2.1.1) Read at sight common English words presented in the classroom, school, and other environments (e.g., on word walls) understanding that words in print are separated by spaces	2
			(K2.3.2.1.2) Acquire a basic English lexis for use in school settings, such as title, author, theme, story, front cover, back cover etc. through conversations, reading and being read to	3
			(K2.3.2.1.3) Understand and respond to simple, practical, school-related questions and directions (such as "Where is your pencil?" or "Would you like me to read this book to you?")	2
(G1.3.2) Academic Communication	G1	(G1.3.2.2) Begin to gain an English sight vocabulary and understand some spoken English in a school setting	(G1.3.2.2.1) Read regularly-spelled English words at sight, in isolation, in phrases, and in simple sentences that are augmented with illustrations to recognize common types of text (e.g. storybooks, poems, informational text, etc.)	3
			(G1.3.2.2.2) Listen to and read a story using visual clues to identify the role of the author and illustrator, and to describe characters, settings and major events using picture clues as support for comprehension	2
			(G1.3.2.2.3) Ask and answer questions about main ideas and key details in a text read aloud or information presented orally in English (e.g. compare, contrast, connect, cause, effect, likes and dislikes, sequence, etc.)	2

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(G2.3.2) Academic Communication	G2	(G2.3.2.1) Develop English sight vocabulary, and understand and use spoken English in a school setting	(G2.3.2.1.1) With sufficient accuracy and fluency, read simple, well-illustrated texts in English and answer basic, literal comprehension questions about the text; texts will consist primarily of familiar sight words, phonemically regular words, or words that can be identified from context	2
			(G2.3.2.1.2) Describe key ideas or details (such as characters or settings) from a text read aloud, from information presented orally in English, or through other English-language media (such as a video)	2
			(G2.3.2.1.3) Work collaboratively to prepare very short oral reports about grade appropriate topics or themes (e.g., an observation in science) and present them in class, using English and incorporating visual displays as appropriate	2
			(G2.3.2.1.4) Listen attentively to discussions or instructional sessions and use context clues to identify the meaning of unfamiliar and multi-meaning words; use English to ask for clarification when needed (e.g., "What does that [English] word mean?" or "Please tell me what that idea means.")	3
(G3.3.2) Academic Communication	G3	(G3.3.2.1) Develop oral and written academic lexis, comprehend and use increasingly complex English grammatical construction in instructional and other academic settings	(G3.3.2.1.1) Read a variety of grade appropriate informational or literary texts to identify various text features (e.g. headings, tables of content, glossary, electronic minus and icons) and to locate key facts and information through oral discussion (e.g. book talks)	3
			(G3.3.2.1.2) Use simple but appropriate lexis when orally presenting interpretations, analyses, critiques, and justifications of what has been heard, read, or viewed in English with the use of technology as needed	3
			(G3.3.2.1.3) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. when other kids are happy, that makes me happy)	2

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(G4.3.2) Academic Communication	G4	(G4.3.2.1) Demonstrate increasing confidence and fluency in conversations and discussions in English about academic content and write in English for school purposes; demonstrate growth in lexis for listening, speaking, reading, and writing in their content area instruction conducted in Arabic	(G4.3.2.1.1) Notice and use English roots and affixes in multiple contexts (e.g. forming plurals or past tense correctly and independently creating compound words such as classroom or homework)	2
			(G4.3.2.1.2) Read independently about topics being studied in school in clearly written, straightforward English texts, using dictionaries or other online or print references when needed to determine meanings of English words	3
			(G4.3.2.1.3) Read print or digital materials at appropriate levels, view films or websites, or listen to discussions in English on familiar topics, locate key facts, and then use appropriate terms to write simple but accurate interpretations, analyses, critiques and justifications of what has been read, heard, or viewed	2
(G5.2.2) Academic Communication	G5	(G5.2.2.1) Demonstrate increasing confidence and fluency in conversations and discussions in English about academic content and write in English for school purposes; demonstrate growth in lexis for listening, speaking, reading, and writing in their content area instruction conducted in Arabic	(G5.2.2.1.1) Summarize the points made by a speaker or in an oral/visual media presentation on an informational topic and explain how each claim has been supported by reasons and evidence	3
			(G5.2.2.1.2) Compare and contrast two or more aspects of English narrative or informational print or digital texts, drawing on specific details in the text to support the comparison	3
			(G5.2.2.1.3) Read two or more simply written English texts on grade-appropriate topics or themes independently and demonstrate comprehension by referring to them in content area instruction conducted in Arabic	2
(G6.2.2) Academic Communication	G6	(G6.2.2.1) Demonstrate increasing confidence and fluency in conversations and discussions in English about academic content and write in English for school purposes; demonstrate growth in lexis for speaking, listening, reading, and writing in their content area instruction conducted in Arabic	(G6.2.2.1.1) Determine the meaning of English words and phrases as they are used in a text, including figurative and connotative meanings, technical meanings of familiar words, figures of speech, and nuances; and discuss the impact of a specific word choice on meaning, clarity, and tone	3
			(G6.2.2.1.2) Describe in how narrative plots unfold in a series of episodes that move toward resolution, and how the structure of informational texts in different disciplines contributes to the texts' ability to achieve their goal (e.g., cause and effect in history or science)	2
			(G6.2.2.1.3) Interpret and use simple, well-illustrated print and digital reference material presented in English to enhance learning in a content area taught in Arabic (e.g., consulting an English language reference book about a topic in science)	3

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(G7.2.2) Academic Communication	G7	(G7.2.2.1) Engage actively in conversation and discussions, provide and obtain information, and exchange opinions in the process of developing a strong lexis and language base	(G7.2.2.1.1) Compare and contrast short, well-written stories, dramas, or poems they have read in English to the materials' audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)	3
			(G7.2.2.1.2) When communicating with individuals with less English fluency, understand the need to adapt speech in conversations or discussions in academic settings, to ensure their comprehension, especially of academic language, and to model correct grammar and word use (e.g., explaining the meaning of a technical term)	2
			(G7.2.2.1.3) Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meaning; analyze the impact of a specific word choice on meaning and tone	3
(G8.2.2) Academic Communication	G8	(G8.2.2.1) Engage actively in academic situations, such as classroom discussions conducted in English, use English proficiently to write in their content area studies, and read appropriate English-language print and digital texts to provide and obtain information and express their learning, using English	(G8.2.2.1.1) Participate in lively discussions about academic topics, demonstrating comprehension by adding ideas and concepts to make positive contributions	2
			(G8.2.2.1.2) Analyze straightforward English academic digital and print texts (for example, to determine authors' points of view or the validity or relevance of the English texts to learning in content area subjects conducted in Arabic)	3
			(G8.2.2.1.3) Determine the meaning of words and phrases as they are used in a print or digital text or in an oral presentation in English, including understanding figurative, connotative, or technical meanings that may be unfamiliar	3
(G9.2.2) Academic Communication	G9	(G9.2.2.1) Understand and interpret academic written and spoken language on a variety of topics, for a variety of purposes, and in a variety of contexts, both in and out of school, while strengthening their academic language skills and understanding of technical lexis	(G9.2.2.1.1) Explain how knowledge and skills acquired in other settings and subjects taught in Arabic help them comprehend spoken and written messages in English	2
			(G9.2.2.1.2) 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 analytically	3
			(G9.2.2.1.3) Analyze the purposes of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the purposes (e.g. social, informational, persuasive, political) of the presentations	3

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(G10.2.2) Academic Communication	G10	(G10.2.2.1) Understand and interpret written and spoken language on a variety of topics, for a variety of academic purposes, and in a variety of contexts, both in and out of school, gaining increasing control over English vocabulary, grammar, and conventions.	(G10.2.2.1.1) Demonstrate English lexis that is broad and deep enough to understand academic discussions and comprehend clearly written print and digital materials about familiar and unfamiliar academic topics, while also being able to apply many strategies to gain meaning when comprehension is difficult (e.g. using oral or written context clues, rereading text or asking for repetition, or using technological aids such as embedded links or translation software)	2
			(G10.2.2.1.2) 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
			(G10.2.2.1.3) Use 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	3
			(G10.2.2.1.4) Evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; read and research material under study referring to evidence from text or other sources on the topic to stimulate comprehension	3
(G11.2.2) Academic Communication	G11	(G11.2.2.1) Understand and interpret written and spoken language on a variety of topics, for a variety of academic purposes, and in a variety of contexts, both in and out of school, gaining increasing control over English vocabulary, grammar, and conventions	(G11.2.2.1.1) Read English with a sufficient level of proficiency to consult print or online references such as English language websites or other resources routinely, read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses taught in Arabic	3
			(G11.2.2.1.2) Demonstrate an English lexis that is broad and deep enough to understand academic discussions and comprehend clearly written print and digital materials about familiar and unfamiliar academic topics, while also being able to apply many strategies to gain meaning when comprehension is difficult (e.g., using oral or written context clues, rereading text or asking for repetition, or using technological aids such as embedded links or translation software)	3
			(G11.2.2.1.3) Locate and analyze print and digital references in English that are relevant to content presented in their courses, and apply what they learn from sources to further their understanding of their coursework	2

Strand	Grade	Standard	Student Learning Outcomes (SLOs)	Level
(G12.2.2) Academic Communication	G12	(G12.2.2.1) Understand and interpret written and spoken academic English, in multiple genres, from multiple periods, and language on a variety of topics, for a variety of purposes; students use reference tools such as translation software and spelling and grammar checks to ensure their written and oral production is correct	(G12.2.2.1.1) Evaluate the point of view, reasoning, and use of evidence and rhetoric in academic or scholarly presentations given in English and in written texts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used	3
			(G12.2.2.1.2) Analyze and explain the impact of the choices made by authors or developers of videos and films as they created literary works such as poems, short stories, plays, or movies	3
			(G12.2.2.1.3) Analyze and evaluate diverse texts and digital material created in English to determine point of view, bias, validity, etc., as well as the effectiveness of the materials in meeting their purpose (e.g. to inform, persuade, show cause and effect, provide procedures); analyze and evaluate diverse literary texts in English, including classic and contemporary novels, poetry, essays, and scripts, to compare and contrast them to classic and contemporary literacy texts in Arabic	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:

Proficiency Classifications and Proficiency Levels for the Test of English as a Foreign Language (TOEFL)⁷

The International English Language Testing System (IELTS) band scores⁸

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
	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				
Domain: Interpersonal Communication	Cannot communicate with others in English and does not recognize common English words such as environmental print	Greet peers and teachers in English, engage in brief conversations, and recognize some common English words	Engage in conversations and discussions in English reluctantly, using mostly Arabic to provide and obtain information, express feelings and emotions Understand and use everyday English expressions such as greetings	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
Domain: Productive Skills	Use only a few words when trying to speak English Produce few (if any) letters in the English alphabet	Dictate some English words and phrases to accompany drawings Speak English to others occasionally and with difficulty Write approximations of letters in English script, showing the "circle and stick" pattern of letters like /o/, /b/, etc.	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	Show little hesitation dictating captions for art work in English Write words using English script or approximations of it and beginning spelling Speak English to others using simple sentences, often interspersing Arabic
Domain: Receptive Skills	Recognize few English words at sight or when presented orally Write a few (if any) letters	Understand simple English utterances Recognize and name half of the English alphabet	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	Understand what is said in simple English Read many common sight words Write consonants and some vowels

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Ask and answer questions in English, but is reluctant to do so Recognize only a few words in English	Engage in conversations at least partially in English with peers and others Use multiple words in familiar categories, such as words for color or shape	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	Initiate and participate in conversations in English with peers and others Use multiple words in different categories, such as words to describe weather or sizes
Domain: Productive Skills	Read a few English words in isolation or in context Name letters in the English script, but cannot write all letters	Read some words in isolation and in context Write most of the uppercase and lower case letters	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	Read English words in isolation and in grade-appropriate contexts Write all uppercase and lower case letters
Domain: Receptive Skills	Point to pictures in simple English story books and explain in Arabic	Read simple story books in English, but cannot answer questions in English Ask and answer some simple questions about the content of conversations	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	Read picture books and demonstrate comprehension by explaining and answering questions Ask and answer questions about books read aloud

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Understand some aspects of conversation, but cannot actively participate Gain some new vocabulary from listening to others	Comprehend simple conversations on familiar topics but engage infrequently Increase vocabulary by listening to others	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	Engage in conversations by asking and answering relevant questions that build on others' ideas Use context clues in English conversations to determine the meaning of unfamiliar words
Domain: Productive Skills	Write some English words to annotate drawings and speak English when called upon Read simple words and sentences	Recite poems from memory in English Annotate drawings with simple English Help prepare oral report for others to present	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	Read stories and poems orally with fluency and recite memorized poems Lead efforts to prepare and present oral reports
Domain: Receptive Skills	Understand what is heard or read, but only at the literal level	Comprehend most of what is read and heard and ask questions for clarification	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	Answer questions that require some interpretation about what has been read or heard in English in most contexts

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Use phrases, but cannot complete sentences when participating in conversations or discussions	Use very simple sentences when communicating in English with others Attend to some word parts as clues to the meaning of English words (e.g. happy versus unhappy)	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	Consistently use short but complete sentences, follow directions in English, and comprehend most of what is read or heard Predict word meanings based on English word parts and use them to create new words
Domain: Productive Skills	Speak and write some simple English words Use a limited English vocabulary when speaking and writing	Speak and write simple texts in English, showing nearly correct spelling and appropriate word choice Help to prepare oral reports for presentation	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	Speak and write English well, with few errors Use well-developed vocabulary appropriate to the productive task and audience Lead peers in preparing and presenting oral presentations accompanied by print or digital support
Domain: Receptive Skills	Read simple, well-illustrated texts in which all meaning is directly stated Use limited vocabulary when answering questions about what has been read or heard	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	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	Read and comprehend higher level texts silently or orally Understand and interact with speakers Use precise vocabulary to describe analysis of what has been read or heard

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Speak in simple English sentences and use and comprehend some English expressions Struggle to figure out unfamiliar English words	Engage in discussions and conversations on a range of familiar topics and sometimes express opinions or ask or answer questions Use some strategies for acquiring new vocabulary from listening or reading	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	Engage in wide-ranging conversations and discussions with peers, using full and accurate sentences and many common English expressions Increase English speaking, reading, and writing vocabulary through attention to word parts and other strategies
Domain: Productive Skills	Write very short reports, for simple purposes, using a combination of upper case and lower case printed letters	Read grade-appropriate books with some difficulty Write short reports that are appropriate for some purposes and audiences, using a combination of upper case and lower case letters	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	Read and report on advanced-level books, both orally and in writing, produce accurate summaries and synthesize ideas 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
Domain: Receptive Skills	Restate some of what is read or heard at a literal level and make low-level inferences in simple texts	Paraphrase orally what has been read or heard accurately and write an interpretation that covers most of the content that has been read or heard	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	Paraphrase what is heard or read, orally and in writing, adding additional details that elaborate on meaning or word choice or make comparisons to other works

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Communicate with others using primarily simple sentences, although at times losing the focus of conversations or demonstrating low levels of vocabulary	Use varied sentence forms and appropriate vocabulary when talking or writing Use somewhat diverse strategies and resources to determine the meaning of unfamiliar words	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	Speak and write in an engaging way that shows wide variety in sentence structure and word choices Apply word identification strategies flexibly and automatically and use diverse resources as needed
Domain: Productive Skills	Compare and contrast simple books on familiar topics Begin to use technology to prepare written text for publication and sharing	Compare and contrast books orally and in writing, using appropriate language to emphasize similarities and differences Use some aspects of technology to enhance written products	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	Read widely on different topics and compare and contrast what is read with high levels of analysis Integrate sophisticated graphics and other enhancements into written or oral presentations
Domain: Receptive Skills	Provide a basic summary of information presented orally, in writing, or using multimedia	Summarize oral, print, or multimedia presentations by providing key points and details, but cannot analyze or critique what has been viewed, read, or heard	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	Identify main and supporting points in complex oral, multimedia, or print presentations and orally or in writing compare, contrast, and critique different content and modes of presentation

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Use primarily simple, direct sentence structure, without introductory or explanatory clauses, to express relationships, time, or contrasts	Use different sentence patterns in most oral exchanges but may not always state relationships, time, or contrasts as logically and clearly as possible	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	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
Domain: Productive Skills	Prepare simple written or oral presentations alone or with peers, using some aspects of technology as part of the process	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	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	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
Domain: Receptive Skills	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	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	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	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

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Engage in conversations and discussions primarily for social interactions or information transfer Have limited strategies for figuring out unfamiliar words	Engage in relatively short conversations to achieve specific goals or purposes Occasionally use technology to prepare for discussions	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	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 Comprehend at a deep level, regardless of presentation mode
Domain: Productive Skills	Write short narrative and informational pieces that present the theme and ideas in a direct, unelaborated style and prepare simple oral presentations but cannot engage with audience for an extended period of time	Prepare written products and oral presentations that are correct but rarely creative, detailed, extended, or enhanced by technology	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	Consistently write extended, well-developed literary works and prepare oral presentations that challenge listeners to think deeply, often enhancing or sharing products via technology
Domain: Receptive Skills	Analyze spoken English when engaging in conversation but may not always apply similar skills when trying to interpret written or visual material presented in English	Misinterpret or miss some nuances of language or meaning when comparing material presented in different languages or modes	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	Apply sophisticated analytic skills in a variety of oral, visual, and written contexts, both in school and out of school, to deepen comprehension and appreciation

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Adjust oral language in some contexts but may not always determine when listeners are not understanding what is being said	Successfully adjust oral language or vocabulary level in most but not all contexts	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	Consistently adapt oral language and vocabulary choices to accommodate context by judging whether listeners are comprehending what is being said
Domain: Productive Skills	Occasionally need support in developing presentations or preparing for debates or other interactions	Work with others in creating large written or oral products, but cannot play direct planning role	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	Assume a leadership role when preparing for presentations, debates, etc., and when creating elaborate products (such as writing and staging a play)
Domain: Receptive Skills	Misinterpret or miss aspects of texts that are needed for deep comprehension	Occasionally misinterpret nuances of language or significance of aspects of an oral, visual, or print text and gain incomplete comprehension	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	Consistently analyze purpose, language, and other elements in texts to develop and deepen comprehension of what is read, heard, or seen

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Apply English language skills in most school tasks where needed but with somewhat varied levels of fluency, accuracy, and understanding	Apply a wide range of oral and written language skills to accomplish most tasks and purposes in academic and non-academic contexts	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	Consistently and confidently apply English skills and abilities in most academic and non-academic contexts and for most purposes
Domain: Productive Skills	Produce a variety of written and oral presentations that focus on familiar topics and show varying levels of proficiency depending on the task and purpose	Apply skills and abilities in English in multiple language settings, including online, and accomplish most purposes	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	Apply English 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
Domain: Receptive Skills	Apply some language-related skills and knowledge learned in Arabic or English to strengthen learning in the other language	Transfer skills and knowledge across Arabic and English on most occasions	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	Consistently draw on knowledge, skills, and abilities acquired in Arabic to strengthen understanding of and performance in English

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Present and support ideas most successfully in small groups, asking and answering questions and expressing opinions and ideas about a variety of topics	Participate effectively in most large and small groups of people, in which opinions and ideas are shared freely, supported, and discussed in English	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	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
Domain: Productive Skills	Prepare short but mostly accurate oral and written products to share with others	Prepare oral and written products to share with readers and listeners, (including products delivered using technology) that are mostly technically accurate but on a narrow range of topics	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	Skillfully use technology to locate information, and share ideas with listeners and readers, displaying strong critical judgment in analyzing and critiquing media and digital texts
Domain: Receptive Skills	Possess a limited range of strategies for analyzing written and spoken English in which ideas and assumptions are implied rather than directly stated	Infer most implied meanings in written and spoken English and analyze most multi-media and digital texts for meaning, relevance, and accuracy	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	Consistently apply high-level analytic skills to deepen comprehension and appreciation of oral, written, visual, and digital texts, and search resources to strengthen understanding of topics and issues

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Express opinions and ideas in conversations and discussions, although with less clarity than shown by some peers	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	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	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
Domain: Productive Skills	Prepare written products and presentations, although these are usually relatively short and frequently show less analysis and depth than those of peers	Prepare written products and 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	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	Consult and apply varied resources in English and Arabic when preparing presentations or writing, and can switch easily and effectively between English and Arabic when preparing for and presenting writing products
Domain: Receptive Skills	Occasionally interpret and analyze oral, written, visual, or digital material at literal or supervision levels in some language contexts	Interpret and analyze most oral, written, visual, and digital texts in English in most language contexts	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	Consistently interpret and analyze oral, written, and visual texts in English, including sophisticated use of Internet resources

Performance Level	1 Significantly below level	2 Below level	3 Achieves level	4 Advanced level
	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				
Domain: Interpersonal Communication	Engage in discussions and conversations in English by offering (but not fully supporting or explaining) ideas and opinions	Engage productively in discussions and conversations about many topics with strong but not always precise vocabulary	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	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
Domain: Productive Skills	Participate in conversations and discussions with small groups and write short but correct English products to be shared with others	Present information and ideas in oral and written format that are short and have few technical errors in English	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and in multiple modes	Demonstrate high levels of English language skills in all contexts, using both Arabic and English with high levels of fluency and strong word choice
Domain: Receptive Skills	Demonstrate incomplete comprehension of some oral, written, or visual material in some academic or non-academic language contexts	Comprehend most oral, written, visual, or digital material in most language academic or non-academic contexts	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	Consistently understand and use skills in all academic and non-academic contexts, applying analytic and evaluative strategies to strengthen comprehension

Table 7: Supplementary Table: Text type, Vocabulary Range and Grammar (Per Level)

Grades	Level	Text Type	Lexile level	Vocabulary range	Grammar
K-3	A1	Simple and short (Notes, e-mails, stories, ads, timetables, letters)	330-700	1200 A1 Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	<ul style="list-style-type: none"> • Adjectives: common and demonstrative • Adverbs of frequency • Comparatives and superlatives • Going to • How much/how many and very common uncountable nouns • I'd like • Imperatives (+/-) • Intensifiers - very basic • Modals: can/can't/could/couldn't • Past simple of "to be" • Past Simple • Possessive adjectives • Possessive "s" • Prepositions, common • Prepositions of place • Prepositions of time, including in/on/at • Present continuous • Present simple • Pronouns: simple, personal • Questions • There is/are • To be, including question negatives • Verb+ing: like/hate/love

Grades	Level	Text Type	Lexile level	Vocabulary range	Grammar
4-5-6	A2	<p>Notes, e-mails, reports, stories, ads, timetables, short letters</p> <p>informative and explanatory texts, manuals, leaflets, letters, brochures, newspaper articles</p> <p>narratives, short stories, poems, skits, charts, graphs, diagrams, timeline, animations, interactive elements on web pages</p>	560-1001	<p>2200</p> <p>A2 has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.</p>	<ul style="list-style-type: none"> • Adjectives – comparative, - use of than and definite article • Adjectives – superlative – use of definite article • Adverbial phrases of time, place and frequency – including word order • Adverbs of frequency • Articles – with countable and uncountable nouns • Countable and Uncountable: much/ many • Future Time (will and going to) • Gerunds • Going to • Imperatives • Modals – can/could • Modals – have to • Modals – should • Past continuous • Past simple • Phrasal verbs – common • Possessives – use of 's, s' • Prepositional phrases (place, time and movement) • Prepositions of time: on/in/at • Present continuous • Present continuous for future • Present perfect • Questions • Verb+ing/infinitive: like/want-would like • Wh-questions in past • Zero and 1st conditional

Grades	Level	Text Type	Lexile level	Vocabulary range	Grammar
7-8	B1	<ul style="list-style-type: none"> • Different types of media (records, radio, TV) • Narrative texts • Poems • Descriptive texts • Persuasive texts • Procedural texts • Debate • Argumentative texts • Expository texts • Narrative texts • Academic topics • Informational print and digital material • News media • Opinionative • Compare and contrast • Drama • Newspapers • Websites • Magazines • Emails • Broadcasts and newspapers 	855-1070	3250 B1 Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	<ul style="list-style-type: none"> • Adverbs • Broader range of intensifiers such as too, enough • Comparatives and superlatives • Complex question tags • Conditionals, 2nd and 3rd • Connecting words expressing cause and effect, contrast etc. • Future continuous • Modals - must/can't deduction • Modals – might, may, will, probably • Modals – should have/might have/etc • Modals: must/have to • Past continuous • Past perfect • Past simple • Past tense responses • Phrasal verbs, extended • Present perfect continuous • Present great/past simple • Reported speech (range of tenses) • Simple passive • Wh-questions in the past • Will and going to, for prediction

Grades	Level	Text Type	Lexile level	Vocabulary range	Grammar
9-10	B2	<p>Narrative: (Imaginary and Factual) Examples:</p> <ul style="list-style-type: none"> • Ballad • Poetry • Fable • Story • Anecdote • Personal recount • Song • Historical recount • Fairy tale <p>Informational:</p> <ul style="list-style-type: none"> • News reports • Biographical texts • Documentary films • Poetry • Speech • Joke, riddle etc. • Song 	1040-1200	<p>4500</p> <p>B2 Has a good range of vocabulary for matters connected to his or her field and most general topics. Can vary formulation to avoid repetition, but lexical gaps can still cause hesitation and circumlocution.</p>	<ul style="list-style-type: none"> • Adjectives and adverbs • Future continuous • Future perfect • Future perfect continuous • Mixed conditionals • Modals – can't have, needn't have • Modals of deduction and speculation • Narrative tenses • Passives • Past perfect • Past perfect continuous • Phrasal verbs, extended • Relative clauses • Reported speech • Will and going to, for prediction • Wish • Would expressing habits, in the past
11-12	C1	<p>Report:</p> <ul style="list-style-type: none"> • Information report • Descriptive report • Scientific/technical report • Investigative report <p>Procedural:</p> <ul style="list-style-type: none"> • Directions • Instructions • Message • Agenda • Recipe • Manual • Rules for games etc. <p>Persuasive:</p> <ul style="list-style-type: none"> • Discussion • Editorial • Argument • Advertisement and commercial • Letter to the editor • Opinion pieces etc. <p>Explanatory:</p> <ul style="list-style-type: none"> • Life cycles • Manuals • Labelled diagrams • Flowcharts etc. 	1201-1700	<p>6500</p> <p>C1 Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.</p>	<ul style="list-style-type: none"> • Futures (revision) • Inversion with negative adverbials • Mixed conditionals in past, present and future • Modals in the past • Narrative tenses for experience, incl. passive • Passive forms, all • Phrasal verbs, especially splitting • Wish/if only regrets

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 (CEFR), 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 8. A full discussion of these expectations is also presented in Tables 9, 10 and 11.

Table 8: Expectations for UAE Students’ Accomplishments on International Benchmarks

Grade Level	CERF	TOEFL	ITELS	Lexile Reading Framework
End of Kindergarten (KG2)				Beginning Lexile level – has book handling skills and can retell stories based on pictures
End of Grade 3	Level A1	8-12 Speaking	KET 45-59	Levels 330 – 700 Frog and Toad Together, (Level 330) to Martin Luther King and the March on Washington (level 480) to Charlotte’s Web (level 680)
End of Grade 6	Level A2	13-18 Speaking 11-16 Writing	PET 45 -59	Levels 560 to 1001 Lessons and Lemonade: A Book about Supply and Demand (Level 560) to The Odyssey (Level 1001, depending on clarity of the translation)
End of Grade 8	Level B1	57-86	4 - 5	Levels 855 to 1070 The Seven Habits of Highly Effective Teens (level 870) to Around the World in 80 Days (level 1070)
End of Grade 10	Level B2	87-109	5 - 6.5	Levels 1040 to 1200
End of Grade 12	Level C1	110-120	7 - 8	Levels 1201 to 1700

Table 9: 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 10: 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 11: 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.

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.

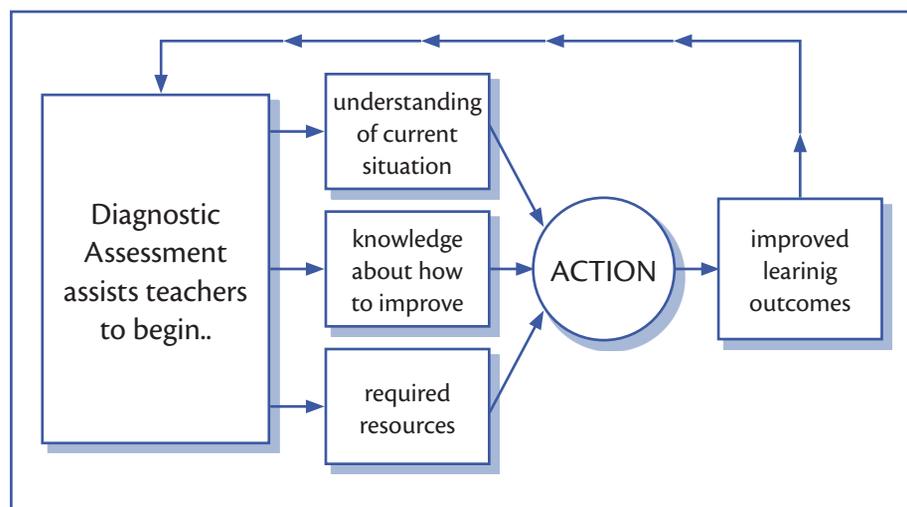
Diagnostic Assessments

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. posting 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 (Phonemic Awareness, Phonics, Alphabet Recognition and Use), you would want to review the SLOs for Grade 2 for this strand:

- (G2.1.1.1.1) Isolate and pronounce initial, medial, and final sounds in familiar and unfamiliar words, including some with digraphs and diphthongs
- (G2.1.1.1.2) Apply understanding of phonics to write simple texts and to decode words with exact letter-sound correspondences.
- (G2.1.1.1.3) Produce legible print of English script upper-case letters, referring to models (e.g. alphabet charts) as needed.

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:

- (G1.1.1.1.1) Isolate and pronounce the initial and final sounds in simple, one-syllable words and non-words; add, delete, or change words to create new words (phonemic substitution).
- (G1.1.1.1.2) Demonstrate understanding of English letter-sound correspondences by producing the sounds of most consonants in the English alphabet.
- (G1.1.1.1.3) Produce all English alphabet uppercase letters accurately and most lowercase letters, demonstrating some common confusion (such as /m/ and /w/ or /d/, /p/ and /b/).

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.

Communication Competencies	Cultural Competencies
Receptive skills—listening and reading	Investigating products and practices
Interpersonal skills	Understanding cultural perspectives
Production skills—speaking and writing	Participating in cultural interaction

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.

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