THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

DIRECTORATE OF CURRICULA AND SCHOOL-TEXTBOOKS

General Guidelines and
General and Specific Outcomes for the

English Language
Curriculum

for the Basic and Secondary Stages

المطابع
المركزية

English Language

إدارة المناهج والكتب المدرسية

General Guidelines
and General and Specific Outcomes for the

English Language
Curriculum

for the Basic and Secondary Stages

The Board of Education approved the revised document of *(General Guidelines and General and Specific Outcomes for the English Language Curriculum)* **in Session No. 4/2013, dated 17 /6/2013.**

English Language National Team for General Guidelines for English Subject

Yusof Hamdan Al-Garaibeh	Najwa Saleh Othman
Narmin Dawod Al-Azza	Dr. Ibrahim Abu Shehab
Saleh Hassan Al-Omari	Thouqan Saleem Masadeh
Suheer Eyad Al-Alami	Ashraf Mohammad Al-Eswed
Majeda Abdel- Majeed Tahboub	Ali Eisa Al-Jeet
Mohammad Mustafa El-Qudah	Haifa Hafez Takrouri (Coordinator)

English Language National Team for General and Specific Outcomes for the English Language Curriculum

Sana Akram Al-Saqqa	Dr. Ibrahim Abu Shehab
Narmin Dawod Al-Azza	Dr. Thouqan Saleem Masadeh
Saleh Hassan Al-Omari	Majeda Abdel- Majeed Tahboub
Eman Younis Tobail	Najwa Saleh Othman
Haifa Hafez Takrouri (Coordinator)	

Review and Adaptation Committee:

Dr. Thaer Issa Tawalbeh	Dr.Saleh Hassan Al-Omary	Narmin Dawod Al-Azza	Suha Abd Al-Razzaq Esleem
Seham Sulaiman Salameh	Arwa Hamad Alzurqan	Haifa Hafez Takrouri (Coordinator)	

Editors: Dr. Saleh Al-Omary   Haifa Hafez Takrouri

Copy Editor: Narmin Dawod Al-Azza   Designer: Mustafa Mutlaq

Production: Suliman Khalialah

التدقيق	د. صالح حسن العمري
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This curriculum learning outcomes document was developed in 2005 for English as a Foreign Language for grades one through twelve. It gives precise and detailed descriptions of the knowledge and skills students are expected to acquire at each grade. The curriculum is to be used with *General Framework: Curriculum and Assessment*, which describes the features of the new ERfKE curricula:

- *An Emphasis on Knowledge Economy Competencies*: educating students to be innovative thinkers who can locate, analyse and communicate information, and work with one another to create a prosperous Knowledge Economy for all.

- *Integration of Information and Communications Technologies*: ensuring students use technological devices and processes (e.g. doing research, processing information, communicating around the world) to broaden and deepen their learning.

- *New Roles for Students:* giving students greater opportunities to define their own ways of reaching the outcomes.

- *New Roles for Teachers:* emphasizing that the primary role of the teacher is to help students reach the outcomes by giving greater consideration to the individual learning needs of every student, varying the order in which they introduce topics and selecting appropriate learning resources for the learning needs of their students.

- *Variety of Instructional Strategies:* selecting appropriate instructional strategies to methods ensure all students achieve learning goals that emphasize higher order and critical thinking and go beyond memorizing facts and information.

- *New Ways of Assessing Learning:* providing students with authentic ways, such as research assignments, teamwork, and oral and multi-media presentations to demonstrate the knowledge and skills they acquire.

The document begins with the English as a Foreign Language Framework that is the basis for the grade-level general and specific outcomes.

The curriculum itself includes the broad range of knowledge, skills and attitudes students are expected to learn from Grade 1 to Grade12. For example, specific ways of using technology to learn have been

incorporated, such as the use of e-dictionaries. Oral communication skills and specific skills of analysis and critical thought related to the media are described in detail.

The English language outcomes are organized into four organizers, which correspond to the four main areas of language use. The four organizers are: Listening, Speaking, Reading, and Writing. The programme in all grades is designed to develop these four essential skills including using oral language accurately and effectively and developing an appreciation of literature and the ability to respond to it. Students are also expected to develop skills in using technology, such as searching for and sharing information, and to use critical and analytical skills when using and responding to communications media.

The document concludes with Appendices that provide a Scope and Sequence, Glossary, Sample Units, and Reference Materials.

Note: It is strongly recommended that teachers of English language read through the outcomes for all the grades rather than just the particular grade their students are in as well as the curriculum learning outcomes

for all subjects of the grade(s) they are teaching. The requirements for each grade should be seen in the context of the overall process of building language knowledge and skills from grade to grade across all subjects.

It is hoped that this document will help parents and students to understand the developmental nature of the English curriculum and assist teachers in honing their teaching practice and thereby contribute to the development of both the learning and teaching of English in Jordan.

This document has been reviewed to guarantee the following aspects:
- Integration of knowledge economy skills such as critical thinking and problems solving.
- Horizontal and vertical integration
- Appropriateness to learners' age level
- Balance in integration of knowledge, skills and attitudes.
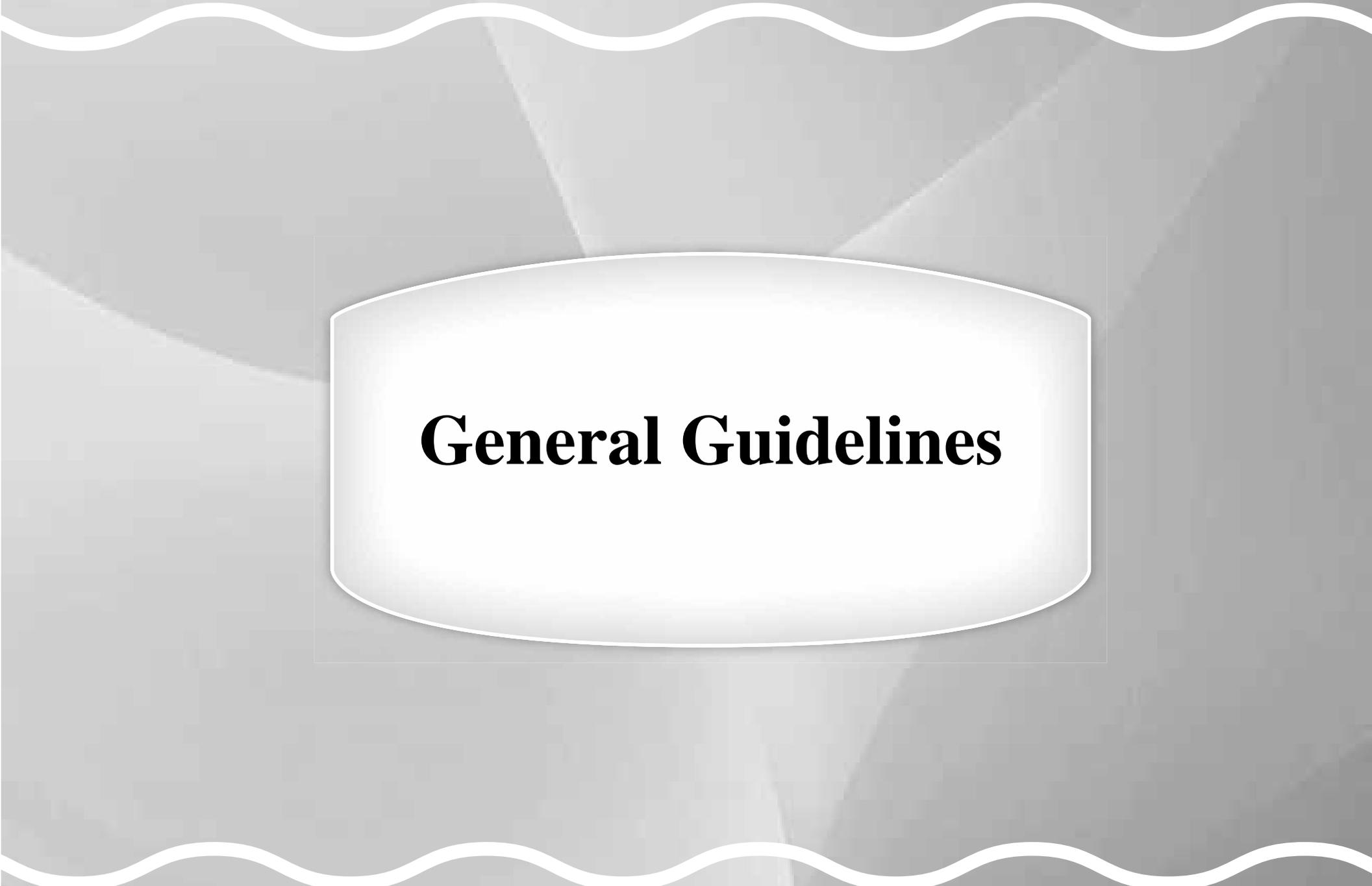
General Guidelines

English is an international language and fundamental to learning and communicating in all cultures. For Jordanian students the EFL curriculum should help the learners to internalize the Arab-Islamic culture which should be used as aspiring board to understand, appreciate, and interact with people of different countries, as well as Jordanian identity. With the increasing use of Information and Communication Technology (ICT), our students need to cope with different means of technology that emerge as a result. In addition, students may need to learn English if they seek to get a future career. Through learning English, they will be able to develop confidence, competence and self-reliance to meet the demands of school employment and further education.

Students need to acquire a sufficient knowledge of English that will enable them to utilize the ordinary and electronic libraries when doing their projects, reports, research papers, etc... . To be able to express oneself in English, a student needs to show mastery over the four skills of language (i.e. listening, speaking, reading and writing) in addition to appreciation of literature. He/ She can benefit from mass media such as newspapers, magazines, TV and Internet.

It is assumed that after learning English at school, students will have deepened their values and heritage; at the same time they can cope with emerging issues analytically and critically.

Core Subject Outcomes

It is expected that the students will:

- communicate information, ideas, opinions and feelings effectively for a variety of purposes in written, spoken and visual forms to interact and collaborate with others to accomplish goals;

- utilize critical thinking skills to make value judgments on texts, contexts and social norms in light of Arab-Islamic culture and values;

- read and understand both simplified and authentic texts (i.e., both original and real life) of a general nature and/or technical language and identify the main ideas from different ICT texts;

- apply the skills and strategies necessary for efficient utilization of electronic technology in lifelong learning contexts and in real life situations to gather, organize information and generate new ideas;

- translate texts from Arabic into English appropriately and vice versa;

- explore and respond creatively to Arabic and world literature as a way of knowing, developing personal values, understanding our cultural heritage and appreciating other cultures in light of the Arab-Islamic culture;

- acquire a positive attitude towards English and realize its importance as a means for promoting mutual understanding amongst peoples and countries.

English Subject Organizers

Grade groupings	English Organizers	Descriptors
1-6	Listening	Listen to understand and respond to spoken English in basic and simple guided contexts
	Speaking	Speak in English clearly as correctly as possible in the context of basic and simple guided short exchanges
	Reading	Read to understand and respond to written English in basic and simple guided contexts
	Writing (minor focus)	Write in English to convey information clearly and correctly in basic and simple guided contexts
7-10	Listening	Listen to understand spoken English in a variety of simple authentic formats and contexts
	Speaking	Speak in English to participate in discussions and present information in various simple authentic contexts
	Reading	Read to understand and respond to written English in a variety of simple authentic informational and literary contexts
	Writing	Write in English to communicate information and ideas clearly and correctly for specific purposes and audiences in various simple authentic contexts
Secondary Stage: General English	Listening	Listen to and understand English in a variety of academic and authentic contexts
	Speaking	Speak and interact in English in a variety of academic and authentic contexts
	Reading	Read to understand and respond to written English in a variety of advanced authentic, informational and literary contexts
	Writing	Write in English to communicate information and ideas clearly and correctly in a variety of academic and authentic contexts
Secondary Stage: Vocational English	Listening	Listen to understand English in a variety of vocationally relevant authentic formats and contexts
	Speaking	Speak in English to communicate in a variety of vocationally relevant authentic informational and technical contexts
	Reading	Read to understand and respond to written English in a variety of vocationally relevant authentic informational and technical contexts
	Writing	Write in English to communicate information and ideas clearly and correctly for specific technical purposes and audiences in a variety of vocationally relevant authentic contexts
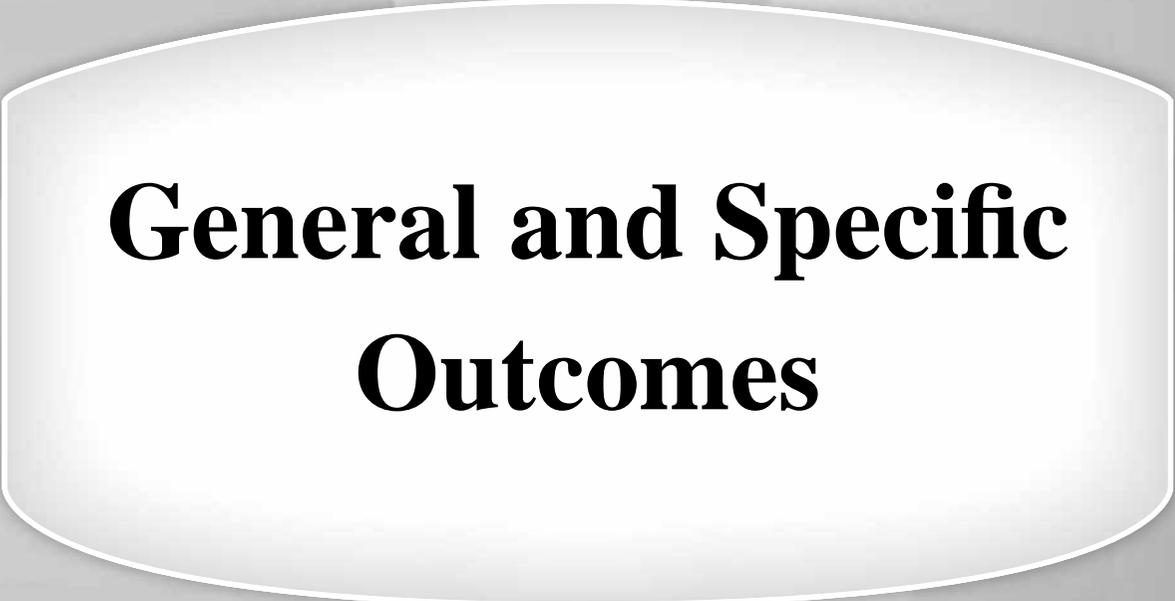
General and Specific Outcomes

GRADE ONE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand and respond to spoken English in basic and simple guided contexts	**L1.1** demonstrate recognition of basic English sounds and their combinations in simple words	**L1.1.1** recognize the sounds of the letters of the English alphabet (e.g., listen and point to letters) **L1.1.2** recognize some basic English words (e.g., boy, girl, red, blue)
	L1.2 demonstrate understanding of simple words in greetings and classroom-controlled instructions	**L1.2.1** recognize short, simple greetings (e.g., A: Hello B: Hello. Good morning) **L1.2.2** recognize and respond to basic classroom-controlled instructions (e.g., stand up, walk to the door) **L1.2.3** show appreciation of listening to short, simple rhymes and songs
	L1.3 develop strategies to understand basic spoken words	**L1.3.1** use pictures and flash cards to understand new words when listening **L1.3.2** recognize objects teachers hold up when listening (e.g., ball)

GRADE ONE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak English clearly as correctly as possible in the context of basic and simple guided short exchanges	**S1.1** pronounce the letters of the English alphabet and learned basic words correctly	**S1.1.1** pronounce the letters of the alphabet correctly **S1.1.2** pronounce some simple words accurately (e.g., numbers 1-10) **S1.1.3** imitate the pronunciation of some simple English words and pronouns (e.g., after listening to a tape)
	S1.2 use learned words to speak in simple familiar situations and develop a love of singing songs and repeating rhymes	**S1.2.1** repeat and pronounce correctly foreign names as appropriate **S1.2.2** pronounce correctly some key simple words for objects, actions, and numbers **S1.2.3** ask and respond to some simple questions about persons, objects, and numbers using three or four words (e.g., colour) **S1.2.4** sing short, simple songs after listening to a tape **S1.2.5** repeat short, simple rhymes after listening to a tape
	S1.3 take part in simple familiar exchanges and mini-class presentations	**S1.3.1** participate in simple short, simple guided exchanges with a peer (e.g., greeting each other) **S1.3.2** present letters of the alphabet to the class (e.g., say a letter and a word starting with that letter such as "b" for banana) **S1.3.3** ask for help (e.g., body language, "Please help.")

GRADE ONE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading Read to understand and respond to written English in basic and simple guided contexts	**R1.1** demonstrate recognition of the letters of the English alphabet and their combinations in basic words	**R1.1.1** recognize letters of the English alphabet **R1.1.2** recognize small and capital letters **R1.1.3** recognize simple words and phrases (may need repetition)
	R1.2 develop pre-reading strategies	**R1.2.1** read English from left to right
	R1.3 demonstrate understanding of simple words in reading materials	**R1.3.1** show understanding and ability to read out learned simple words about names, objects, actions, and numbers when reading through different activities (e.g., fill in a missing word) **R1.3.2** recognize the characters in the reading materials (e.g., Laila, Faisal)
	R1.4 make connections between prior knowledge and new words	**R1.4.1** use picture clues and illustrations to determine the meaning of basic words (e.g., match words with pictures) **R1.4.2** recognize basic familiar expressions when reading (e.g., Good morning)

GRADE ONE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to convey information clearly and correctly in basic and simple guided contexts	**W1.1** print some letters of the alphabet in English correctly	**W1.1.1** copy English numbers, and capital and small letters correctly **W1.1.2** print the English alphabet and numbers legibly **W1.1.3** print single words neatly
	W1.2 be able to label, match and complete	**W1.2.1** label objects **W1.2.2** fill in missing letters to complete a word **W1.2.3** fill in missing words to complete a sentence (e.g., missing words in a postcard)
	W1.3 use appropriate simple organizational patterns	**W1.3.1** write from left to right **W1.3.2** alphabetize by first letter (e.g., a list of friends' names)
	W1.4 apply knowledge of simple spelling and punctuation (capitalization)	**W1.4.1** spell simple familiar words correctly (e.g., boy, table) **W1.4.2** use capital letters for names
	W1.5 start developing correction skills	**W1.5.1** correct the spelling and capitalization of words with teacher assistance

GRADE TWO

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand and respond to spoken English in basic and simple guided contexts	**L2.1** demonstrate recognition of basic English sounds and their combinations in simple words, phrases and short phrases	**L2.1.1** recognize the sounds of <u>all</u> the letters of the alphabet **L2.1.2** recognize simple words and phrases
	L2.2 demonstrate understanding of simple spoken words in short, simple instructions, questions and guided conversations	**L2.2.1** follow short, simple oral instructions (e.g., Touch your ear.) **L2.2.2** respond to short, simple questions before and after listening (e.g.,What colour is …?)* **L2.2.3** respond in short, simple guided exchanges (e.g., A: What's your name? B: I'm Ali.)* **L2.2.4** use prior knowledge to understand short, simple exchanges (e.g., A: Have a present. B: Thank you. A: You're welcome.) **L2.2.5** develop a love of listening to short, simple rhymes and songs in English
	L2.3 develop strategies to understand simple spoken words, phrases and, short sentences	**L2.3.1** use pictures, flash cards and posters to understand new words when listening (e.g., classroom and school objects) **L2.3.2** use teacher introduction to understand new words when listening (e.g., references to classroom and school objects) **L2.3.3** use words and short phrases (e.g., Pardon me!) or body language (e.g., facial expressions to show non-understanding)*

* Listening and Speaking

GRADE TWO

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English clearly and correctly in the context of basic and simple guided short exchanges and presentations	**S2.1** pronounce the English alphabet and learned English words and short phrases correctly	**S2.1.1** pronounce all the letters of the alphabet correctly **S2.1.2** say two-syllable words with the correct stress (e.g., brother, sister) **S2.1.3** pronounce words correctly when talking about animals, clothes, presents, and members of the family
	S2.2 speak about names, objects, and numbers in short simple sentences and develop a love of singing songs and repeating rhymes	**S2.2.1** ask or respond to short simple questions about clothes and colours using short sentences **S2.2.2** sing short, simple songs after listening to a tape **S2.2.3** repeat short, simple rhymes after listening to a tape
	S2.3 take part in basic, short, familiar exchanges and mini-class presentations	**S2.3.1** ask and answer basic, short simple questions (e.g., likes and dislikes) **S2.3.2** give and respond to short simple commands and instructions (e.g., add one and two; spell fish) **S2.3.3** with a partner, use pictures to make a simple dialogue **S2.3.4** use learned basic words to describe something in a picture

GRADE TWO

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading Read to understand and respond to written English in basic and simple guided contexts	**R2.1** demonstrate recognition of the letters of the English alphabet and simple familiar words	**R2.1.1** identify all the small and capital letters of the English alphabet **R2.1.2** recognize learned simple words and phrases **R2.1.3** match simple words with their printed form (e.g., five=5)
	R2.2 use strategies to understand simple reading materials	**R2.2.1** show understanding of the new learned words **R2.2.2** use picture clues to predict the meaning of simple words, phrases and short sentences (of three to four words) when reading **R2.2.3** ask questions to understand simple words and phrases (e.g., What is ..?)*
	R2.3 demonstrate understanding of simple reading materials	**R2.3.1** show understanding of learned basic words, phrases, and short sentences about names, objects, actions, and numbers when reading (e.g., fill in simple charts) **R2.3.2** recognize the characters in the reading materials (e.g., Sara)
	R2.4 make connections between prior knowledge and simple words, phrases and short sentences	**R2.4.1** demonstrate understanding of basic familiar information when reading (e.g., match colours and fruit) **R2.4.2** make connections between illustrations and simple (short) written materials

* Speaking

GRADE TWO

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to convey information clearly and correctly in basic and simple guided contexts	**W2.1** print all the English alphabet correctly and legibly	**W2.1.1** print the English alphabet (capital and small letters), simple words and phrases, and numbers correctly, legibly, and neatly **W2.1.2** fill in blanks to form basic short sentences and charts (e.g., I like_____)
	W2.2 write basic words and phrases for specific purposes	**W2.2.1** write basic phrases to describe pictures, objects, people, and activities by choosing appropriate words from a given list **W2.2.2** make simple cards for friends containing English words
	W2.3 use appropriate basic organizational patterns	**W2.3.1** produce simple groups of related items in a web (e.g., classroom objects, family members)
	W2.4. apply knowledge of basic spelling and punctuation (capitalization)	**W2.4.1** use capital letters for the names of people and places **W2.4.2** use simple single adjectives to describe objects (e.g., big ball)
	W2.5 begin to revise written work with the assistance of the teacher	**W2.5.1** revise simple written work using capital and small letters

GRADE THREE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand and respond to spoken English in basic and simple guided contexts	**L3.1** demonstrate recognition of basic English sounds and their combinations in simple words and sentences	**L3.1.1** recognize the sound of diphthongs in the English alphabet (e.g., ae, ie) **L3.1.2** say two syllable words with the correct stress (e.g., father, mother)
	L3.2 demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges	**L3.2.1** follow short, simple oral instructions related to work in class (e.g., Open your textbook to page 10.) **L3.2.2** show understanding of short, simple questions before and after listening (e.g., What is it?) **L3.2.3** participate in short, simple guided exchanges (e.g., likes and dislikes)* **L3.2.4** show appreciation of simple rhymes and songs in English
	L3.3 develop strategies to understand simple spoken words and short sentences	**L3.3.1** use pictures, flash cards, and textbook to understand new or unfamiliar words when listening (e.g., rooms in a home) **L3.3.2** use prior knowledge to participate in short, simple guided exchanges (e.g., raise hand)* **L3.3.3** ask for help (e.g., What does the word "door" mean?)*

* Speaking

GRADE THREE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English clearly and correctly in the context of basic and simple guided short exchanges and presentations	**S3.1** pronounce learned short English words, phrases and sentences correctly	**S3.1.1** pronounce diphthongs correctly (e.g., ae, ie) **S3.1.2** pronounce short, simple questions and statements with correct intonation patterns (e.g., yes/ no questions)
	S3.2 use simple words in short sentences to take part in short, simple, guided and familiar exchanges	**S3.2.1** give short, simple commands and instructions (e.g., come here; jump up and down) **S3.2.2** use short sentences to participate in simple exchanges based on learned models (e.g., likes, dislikes)
	S3.3 take part in prepared short, simple mini class presentations and activities	**S3.3.1** describe orally pictures, places, and people in short, simple sentences **S3.3.2** present short, simple mini class presentation to the class on a familiar topic (e.g., show and tell) **S3.3.3** sing simple songs with peers after listening to a tape **S3.3.4** recite simple rhymes with peers after listening to a tape

GRADE THREE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading Read to understand and respond to written English in basic and simple guided contexts	**R3.1** demonstrate recognition of short, simple words, phrases and sentences	**R3.1.1** match spoken short, simple words and sentences with print **R3.1.2** recognize familiar short, simple words and phrases
	R3.2 use reading strategies to understand short, simple reading texts (e.g., words, short sentences)	**R3.2.1** learn new words through direct instruction and assigned independent language exercises and activities **R3.2.2** recognize the components of compound words to understand their meaning **R3.2.3** infer the meaning of new words through familiar contexts **R3.2.4** use picture clues to make predictions about the content of reading materials (e.g., a description of a person, place or thing) **R3.2.5** use knowledge of punctuation (e.g., question mark and period) to understand what they read **R3.2.6** ask and respond to questions before, during and after reading
	R3.3 demonstrate understanding of short, simple reading materials (e.g., short, simple sentences, songs, rhymes)	**R3.3.1** demonstrate understanding of short, simple rhymes and songs (e.g., fill in words in charts) **R3.3.2** describe main characters, settings and events in short, simple songs and rhymes
	R3.4 make connections between prior knowledge and experience, and short, simple reading materials	**R3.4.1** demonstrate understanding of simple familiar information when reading (e.g., timetable) **R3.4.2** demonstrate understanding of simple familiar instructions when reading (e.g., how to play a game)

GRADE THREE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to convey information clearly and correctly in basic and simple guided contexts	**W3.1** print English letters correctly, legibly and neatly	**W3.1.1** copy short, simple sentences correctly, legibly and neatly **W3.1.2** print short, simple sentences correctly, legibly and neatly
	W3.2 write simple words and short, simple sentences on familiar topics for specific purposes	**W3.2.1** complete a short, simple letter to a friend **W3.2.2** make simple cards and posters (e. g., greeting card for Mother's Day, Teacher's Day) **W3.2.3** write a list of actions (e.g., helping mum, going shopping) **W3.2.4** write a simple description of one's city (e.g., I live in …. It is a big/ small city/village.)
	W3.3 use simple patterns to organize information	**W3.3.1** alphabetize a list of simple words **W3.3.2** sequence a simple series of actions
	W3.4 apply knowledge of simple spelling and punctuation	**W3.4.1** use and spell correctly learned short, simple vocabulary **W3.4.2** use capital letters for names and when starting a sentence **W3.4.3** use an apostrophe to show simple possession (e.g., Ali's car)
	W3.5 revise written work with the assistance of peers	**W3.5.1** correct spelling and use of capital and small letters with the assistance of peers

GRADE FOUR

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand and respond to spoken English in basic and simple guided contexts	**L4.1** demonstrate recognition of basic English sounds and their combinations in short, simple words, phrases and sentences	**L4.1.1** recognize the sounds of consonant combinations in the English alphabet (e.g., ch, ck, sh) **L4.1.2** show understanding of multi-syllable words (e.g., animal, beautiful)
	L4.2 develop strategies to understand spoken words and short, simple sentences	**L4.2.1** use textbook illustrations, and pictionary to understand new or unfamiliar words when listening **L4.2.2** use prior knowledge to participate in short, simple guided exchanges (e.g., face the speaker)* **L4.2.3** ask peers for help (e.g., How can I do this part of exercise?)*
	L4.3 demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges	**L4.3.1** write dictated simple sentences, or a short paragraph** **L4.3.2** follow short, simple instructions (e.g., please show me your homework) **L4.3.3** respond to questions before, during, and after listening (e.g., Where does s/he live?) **L4.3.4** participate in short, simple guided exchanges (e.g., about personal experiences)** **L4.3.5** show appreciation of simple rhymes and songs in English

* Listening and Speaking
* * Listening and Writing

GRADE FOUR

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English clearly and correctly in the context of basic and simple guided short exchanges and presentations	**S4.1** pronounce learned English words correctly	**S4.1.1** pronounce double letter consonant sounds correctly (e.g., ph, ch, gh) **S4.1.2** pronounce short, simple questions and statements with correct intonation patterns
	S4.2 use simple words to participate in short, simple guided exchanges in familiar contexts	**S4.2.1** use complete sentences in short, simple guided exchanges based on familiar situations **S4.2.2** ask and answer short, simple questions using "Wh-words" (e.g., where, what, when) **S4.2.3** participate in the singing of simple songs and recitation of simple rhymes after listening to a tape
	S4.3 take part in short, simple prepared presentations on familiar topics	**S4.3.1** deliver a short, simple prepared presentation to the class on a favourite topic (e.g., likes and dislikes about celebrations) **S4.3.2** retell a short, simple story

GRADE FOUR

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading Read to understand and respond to written English in basic and simple guided contexts	**R4.1** demonstrate recognition of simple words	**R4.1.1** distinguish between formal and informal use of some words (e.g., father/dad, mother/mom)
	R4.2 use reading strategies to understand short, simple reading materials (e.g., stories, rhymes, and short informational paragraphs)	**R4.2.1** use picture clues to make predictions about content while reading independently **R4.2.2** ask questions while reading (e.g., Does this sound correct?) **R4.2.3** use punctuation (e.g., exclamation mark) to understand a reading text **R4.2.4** use dictionaries to help understand unfamiliar words in short reading materials
	R4.3 demonstrate understanding of short, simple reading materials (e.g., short informational paragraphs, stories, and poems)	**R4.3.1** recognize and name some basic kinds of short, simple reading material (e.g., stories, poems, and postcards) **R4.3.2** identify the topic of short, simple poems **R4.3.3** identify main character, settings, and events in short simple stories **R4.3.4** retell or act out the important events in a short, simple narrative
	R4.4 make connections between prior knowledge and experiences and short, simple reading materials	**R4.4.1** begin to form simple opinions about characters, events and information in reading materials **R4.4.2** relate English phrases to familiar personal experiences (e.g., visiting historical places)
	R4.5 look for simple information in English	**R4.5.1** find information on a favourite topic

GRADE FOUR

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to convey information clearly and correctly in basic and simple guided contexts	**W4.1** write semi-cursive English letters correctly, legibly, and neatly	**W4.1.1** copy capital and small English letters in semi-cursive handwriting **W4.1.2** write English sentences in semi-cursive handwriting correctly, legibly, and neatly
	W4.2 write short, simple (completion, answering project) sentences and short paragraphs on familiar topics for specific purposes and audiences	**W4.2.1** complete a template of a short, simple letter or an email to a friend **W4.2.2** write answers to short, simple questions on different topics **W4.2.3** produce a poster in English for a school activity **W4.2.4** write a short, simple entry in a learning log
	W4.3 use simple patterns to organize writing	**W4.3.1** arrange jumbled sentences into a very short, simple story (e.g., follow a narrative sequence) **W4.3.2** spell correctly learned simple vocabulary **W4.3.3** organize simple information in tables and charts **W4.3.4** arrange jumbled information in simple tables and charts
	W4.4 apply knowledge of simple spelling, punctuation, and usage	**W4.4.1** use capitalization appropriately **W4.4.2** use end punctuation correctly (e.g., period, question mark and exclamation mark) **W4.4.3** use capital letters for names and when starting a sentence **W4.4.4** identify and write examples of simple words that sound the same (e.g., eye/I) **W4.4.5** correct misspelling and use of capitalization, period, question mark and exclamation mark with the assistance of peers and teachers

GRADE FIVE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand and respond to spoken English in basic and simple guided contexts	**L5.1** demonstrate recognition of mismatches between spelling and pronunciation	**L5.1.1** recognize the different sounds of some consonants (e.g., <u>c</u>ity, <u>c</u>at; <u>g</u>ood, <u>g</u>eneral) **L.5.1.2** recognize the different sounds of some vowels (e.g., c<u>a</u>ke and st<u>ea</u>k, g<u>u</u>n and s<u>o</u>n)
	L5.2 demonstrate understanding of spoken words in simple instructions, exchanges and presentations	**L5.2.1** follow simple oral instructions (e.g., follow directions from the classroom to the library) **L5.2.2** participate in simple classroom exchanges (e.g., talk about an event) **L5.2.3** respond to questions before, during, and after listening **L5.2.4** begin to make inferences when listening (e.g., whether the advice given is valid) **L5.2.5** show appreciation to rhymes and songs in English
	L5.3 develop strategies to understand spoken words and simple sentences	**L5.3.1** use clues to understand new or unfamiliar words when listening (e.g., using maps) **L5.3.2** take notes when listening to remember the main idea

GRADE FIVE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English clearly and correctly in the context of basic and simple guided short exchanges and presentations	**S5.1** pronounce short, simple English words and phrases correctly	**S5.1.1** speak clearly with a reasonable speed and volume **S5.1.2** speak about events that happened in the past **S5.1.3** ask questions and statements in an appropriate tone of voice (e.g., rising or falling tone)
	S5.2 use words and short sentences to participate in short, simple exchanges	**S5.2.1** use short sentences to talk with a partner or a small group about familiar situations (e.g., self, family, travel to other countries) **S5.2.2** discuss own ideas and those of others about a simple topic **S5.2.3** sing songs and recite rhymes after listening to a tape
	S5.3 take part in short, simple prepared presentations to the class	**S5.3.1** prepare and read aloud with appropriate expression a short, simple passage **S5.3.2** present a short, simple prepared speech of four or five sentences to the class (e.g., hobbies, interests, show and tell) **S5.3.3** describe processes for doing simple tasks (e.g., making tea) **S5.3.4** with a partner, prepare and present a short, simple dialogue to the class

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading Read to understand and respond to written English in basic and simple guided contexts	**R5.1** demonstrate recognition of word formation (e.g., derivation)	**R5.1.1** recognize the use of simple prefixes and suffixes to change the meaning of words (e.g., un, ful)
	R5.2 use reading strategies to understand simple informational and some simple reading material	**R5.2.1** use context and visual clues to predict or identify meaning of unfamiliar words **R5.2.2** use print or electronic bilingual dictionaries to help understand unfamiliar words in reading materials
	R5.3 demonstrate understanding of simple informational materials (e.g., letters, children's encyclopedias, stories, and poems)	**R5.3.1** distinguish fact from opinion in simple reading materials **R5.3.2** distinguish cause and effect in simple reading materials **R5.3.3** explain point of view in simple reading materials **R5.3.4** draw an illustration based on simple reading materials
	R5.4 make connections between prior knowledge and experiences and simple reading materials	**R5.4.1** express an opinion based on information from a written source* **R5.4.2** explain similarities and differences between events in simple reading materials and personal experiences*

* Reading and Speaking

GRADE FIVE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to convey information clearly and correctly in basic and simple guided contexts	**W5.1** gather information and ideas for writing	**W5.1.1** locate information using headings and sub-headings in books and magazines **W5.1.2** conduct keyword searches in English electronic learning materials **W5.1.3** locate and select suitable electronic greeting cards for different occasions to exchange with friends
	W5.2 Write simple sentences and short, simple paragraphs on familiar topics	**W5.2.1** write an introductory sentence for a short, simple paragraph that clearly identifies the topic of the paragraph **W5.2.2** write a short, simple descriptive paragraph of four or five sentences (e.g., about a person, a place in Jordan) **W5.2.3** write a simple letter or email to a friend **W5.2.4** write a short entry in a learning log **W5.2.5** with partner, write a short dialogue to present to the class
	W5.3 use appropriate organizational patterns for writing a short, simple paragraph	**W5.3.1** use a model to plan a short, simple descriptive paragraph about a picture or an illustration (e.g., describing oneself, school, family, country)
	W5.4 apply knowledge of the conventions of language (e.g., spelling and punctuation)	**W5.4.1** use and spell correctly learned vocabulary **W5.4.2** check sources for accuracy of information (e.g., an encyclopedia to check the location of the Andes mountains)* **W5.4.3** seek advice about appropriate words for specific topics (e.g., the difference between a house and a cottage) **W5.4.4** correct spelling, punctuation (e.g., capitals, period, question mark, exclamation mark and apostrophe) with the assistance of peers and teachers

* Reading and Writing

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand and respond to spoken English in basic and simple guided contexts	**L6.1** demonstrate familiarity with English sounds in words, simple sentences and short, simple presentations	**L6.1.1** recognize the correct stress of syllables in multi-syllable words **L6.1.2** recognize the effect of pauses on understanding when listening (e.g., to indicate punctuation, for clarity or emphasis)
	L6.2 demonstrate understanding of spoken words in simple sentences, instructions, conversations and presentations	**L6.2.1** follow oral instructions (e.g., homework assignments) **L6.2.2** respond to questions before, during, and after listening (e.g., agree or disagree with opinions expressed)***** **L6.2.3** listen to participate in simple classroom conversations (e.g., conversations about making plans to improve achievement in school)***** **L6.2.4** make simple inferences when listening (e.g., about speaker's point of view) **L6.2.5** show understanding of main ideas from a simple oral presentation **L6.2.6** show appreciation of listening to rhymes and songs in English
	L6.3 develop strategies to understand spoken words and sentences	**L6.3.1** use teacher introduction and other clues to understand new words when listening (e.g., pictures of tourism in Jordan) **L6.3.2** ask questions after listening to gain understanding of new or unfamiliar words (e.g., Excuse me; will you repeat that, please?)***** **L6.3.3** use context to understand new words when listening **L6.3.4** use prior knowledge and experience to listen when participating in simple conversations (e.g., tone of voice, hand gestures)

* Listening and Speaking

GRADE SIX

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English clearly and correctly in the context of basic and simple guided short exchanges and presentations	**S6.1** pronounce English words and sentences precisely and correctly	**S6.1.1** speak with pauses for clarity and emphasis **S6.1.2** use correct intonation for questions and statements
	S6.2 use words and simple sentences to take part in simple exchanges	**S6.2.1** use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations (e.g., responsibilities towards members of a family) **S6.2.2** discuss simple reading materials to compare own ideas with those of peers*****
	S6.3 take part in simple prepared presentations to the class	**S6.3.1** prepare and read aloud with accuracy, comprehension, and expression a short dramatic passage **S6.3.2** with a partner, prepare and present a simple dialogue to the class **S6.3.3** present a simple prepared speech of four or five sentences to the class **S6.3.4** give feedback about aspects of a peer's speech (e.g., clarity, pronunciation, speed of speaking)

* Speaking and Reading

GRADE SIX

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading Read to understand and respond to written English in basic and simple guided contexts	**R6.1** use reading strategies to understand simple informational and some simple literary reading materials	**R6.1.1** use context and direct instruction (e.g., information about word origins and derivations) to understand the meaning of new and unfamiliar words **R6.1.2** scan simple written materials to preview them for general content before starting to read **R6.1.3** skim simple written materials for the main ideas **R6.1.4** use knowledge of verb tenses to understand when things happen **R6.1.5** use English print or electronic dictionaries and glossaries to help understand unfamiliar words in simple reading materials
	R6.2 demonstrate understanding of simple informational and some simple literary learning materials (e.g., letters, encyclopedias, stories, and poems)	**R6.2.1** distinguish fact from opinion in simple reading materials **R6.2.2** identify cause and effect in simple and literary reading materials **R6.2.3** draw conclusions from simple reading materials **R6.2.4** explain an author's point of view in a simple text **R6.2.5** create a mind map/ a chart of the main idea and the supporting details in simple reading materials **R6.2.6** retell what happens in a simple story***** **R6.2.7** read aloud short poems
	R6.3 make connections between prior knowledge and experiences and simple reading materials	**R6.3.1** develop opinions based on information from two simple written sources **R6.3.2** explain (with evidence) the motive of a character in a simple story (i.e., why the character does a certain thing)

* Speaking and Reading

GRADE SIX

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to convey information clearly and correctly in basic and simple guided contexts	**W6.1** gather information and ideas for writing	**W6.1.1** locate and use English reference materials found in the classroom and school library **W6.1.2** use table of contents and keyword search to locate specific information in print or electronic sources **W6.1.3** use organizational features (e.g., headings, numbering) to locate specific information on CD ROMs
	W6.2 write sentences and simple paragraphs on familiar topics for specific purposes and audiences	**W6.2.1** write meaningful sentences and paragraphs using given frameworks such as a substitution table and jumbled sentences **W6.2.2** write a simple information paragraph of four or five sentences (e.g., about a hobby) **W6.2.3** write a simple story of short paragraphs following a guided composition process **W6.2.4** write a simple letter or email to a friend **W6.2.5** write entries in a learning log **W6.2.6** write a simple short speech of four or five sentences to present to the class
	W6.3 use appropriate organizational patterns for writing simple paragraphs and narratives	**W6.3.1** write paragraphs using proper organization (e.g., , introductory sentence, development sentences, closing or concluding sentence) **W6.3.2** rewrite a paragraph in a simple narrative as required (e.g., change of time, place, speaker)
	W6.4 apply knowledge of the conventions of language (e.g., spelling, punctuation)	**W6.4.1** use and spell correctly learned vocabulary **W6.4.2** vary sentence structure by using simple and compound sentences correctly **W6.4.3** write a dictated paragraph using correct punctuation marks
	W6.5 revise written work with a focus on accuracy of information and correct expression	**W6.5.1** check sources for accuracy of information (e.g., aspects of life at the north pole)* **W6.5.2** correct punctuation (e.g., capitals, period, question mark, exclamation mark and apostrophe) with the assistance of peers and teachers

* Reading and Writing

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand spoken English in a variety of simple authentic formats and contexts	**L7.1** develop strategies of active listening to comprehend simple discussions and presentations.	**L7.1.1** use the sequence of ideas, words and sentences to understand new or unfamiliar words when listening **L7.1.2** use context to comprehend main ideas
	L7.2 demonstrate understanding of simple instructions, discussions and role-plays in realistic contexts	**L7.2.1** follow oral instructions (e.g., how to use the Internet) **L7.2.2** respond to questions before, during, and after listening* (e.g., differentiate between facts and opinions, cause and effect) **L7.2.3** show understanding of classroom role-plays on topics (e.g., doing volunteer in the community) **L7.2.4** make inferences when listening to role-plays (e.g., who was responsible for the accident) **L7.2.5** show appreciation of other's ideas (e.g., facial expressions and gestures.)

* Listening and Speaking

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English to participate in discussions and present information in various simple authentic contexts	**S7.1** say English words and sentences clearly	**S7.1.1** pronounce words accurately **S7.1.2** use appropriate intonation patterns for different kinds of sentences (e.g., questions, exclamations)
	S7.2 use words and sentences to participate in simple discussions and conversations in authentic contexts	**S7.2.1** participate in class discussions (e.g., about personal interests) **S7.2.2** in a small group, discuss reading materials to fill a chart or table***** **S7.2.3** interview peers in a focused discussion (e.g., proper behaviour in public)
	S7.3 take part in prepared simple presentations to the class	**S7.3.1** use sequencing words (e.g., first, second) to assist the listener when presenting information about a process **S7.3.2** role-play a TV interview (e.g., participating in a sporting activity) **S7.3.3** recite short poems **S7.3.4** summarize the main idea of a simple poem **S7.3.5** make suggestions for the improvement of peers' presentations or written work

* Speaking and Reading

GRADE SEVEN

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading Read to understand and respond to written English in a variety of simple authentic informational and literary contexts	**R7.1** use reading strategies to understand simple authentic informational and literary reading materials	**R7.1.1** skim and scan authentic reading materials on topics related to prior knowledge or personal interest **R7.1.2** make use of punctuation (e.g., semicolon) to understand reading materials **R7.1.3** use knowledge of prefixes, suffixes, and roots to understand the meaning of new and unfamiliar words (e.g., re -, dis-, -ist) **R7.1.4** use print and electronic dictionaries and glossaries to find meanings, pronunciation, and synonyms of words
	R7.2 demonstrate understanding of reading materials (e.g., websites, interviews, one-act plays, stories, etc)	**R7.2.1** summarize or paraphrase key ideas in reading materials* **R7.2.2** explain an author's purpose for writing * **R7.2.3** explain whether events are believable * **R7.2.4** read (silently or loudly) for a variety of purposes (e.g., a text message from a friend, news item, etc.) **R7.2.5** recommend an interesting book to a peer*
	R7.3 make connections between prior knowledge and experiences and simple authentic informational and literary reading materials (e.g., websites, interviews, one-act plays)	**R7.3.1** locate and use facts and opinions to support own ideas **R7.3.2** identify the moral of events (e.g., about helping a disabled person; a story about family unity) **R7.3.3** read independently for enjoyment (e.g., short stories with pictures, poems)

* Speaking, Reading and Writing

GRADE SEVEN

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to communicate information and ideas clearly and correctly for specific purposes and audiences in various simple authentic contexts	**W7.1** gather information and ideas from print and electronic sources to organize writing in simple contexts	**W7.1.1** locate and use simple English reference materials found in the classroom and school library **W7.1.2** use the Internet to locate specific information for assignments in English **W7.1.3** take notes from resource materials (e.g., facts about mountains) **W7.1.4** summarize information (e.g., facts about a person's life)
	W7.2 write 2-3 paragraphs for specific simple authentic purposes and audiences such as short reports, narrative accounts, and presentations	**W7.2.1** write multi-paragraph compositions **W7.2.2** write short reports (e.g., trees in my area /village/city) **W7.2.3** produce 2-3 -paragraphs about a personal experience **W7.2.4** write answers to questions based on reading materials***** **W7.2.5** write a variety of computer-mediated communication (CMC) texts (e.g., emails, chats, etc.) to peers on topics related to study needs **W7.2.6** translate words from Arabic into English and vice versa **W7.2.7** create a poster (e.g., travel poster for a Jordanian historical site using ICT)
	W7.3 use appropriate organizational patterns to create simple authentic written work	**W7.3.1** use substitution tables or any other given framework to write meaningful paragraphs **W7.3.2** organize 2-3 -paragraphs (e.g., write introductory, developing, and concluding paragraphs) **W7.3.3** organize paragraphs by sequencing events in a narrative **W7.3.4** create authentic charts and tables of information
	W7.4 apply knowledge of the conventions of language (e.g., spelling, punctuation, and usage)	**W7.4.1** spell correctly learned vocabulary **W7.4.2** write dictated material using correct punctuation
	W7.5 revise written work for clarity, correctness and coherence with the assistance of peers and teachers	**W7.5.1** correct spelling and punctuation (e.g., capitals, period, question mark, exclamation mark, and apostrophe) independently **W7.5.2** review written work for consistent use of voice both independently and with the assistance of peers

* Reading and Writing

GRADE EIGHT

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand spoken English in a variety of simple authentic formats and contexts	**L8.1** develop strategies of active listening to confirm meaning in authentic formats such as simple discussions and presentations	**L8.1.1** recognize how a speaker's emphasis of different sentences helps identify what is important **L8.1.2** use the sequence of ideas, words and sentences to identify the main idea while listening **L8.1.3** recognize the relationship of intonation to meaning (e.g., serious or making fun indicated by tone of voice)
	L8.2 demonstrate understanding of simple directions, conversations and presentations in realistic contexts	**L8.2.1** follow oral directions (e.g., searching for websites) **L8.2.2** respond to critical thinking questions before, during, and after listening **L8.2.3** respond to an opinion expressed by a speaker * **L8.2.4** show understanding of information in an oral presentation (e.g., summarize a listening material)* **L8.2.5** make inferences and judgments that show an understanding of a presentation **L8.2.6** show appreciation of the efforts of others after a presentation (e.g., write a thank-you note) *

* Listening, Speaking and Writing

GRADE EIGHT

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English to participate in discussions and present information in various simple authentic contexts	**S8.1** say English words and sentences clearly and correctly	**S8.1.1** use appropriate intonation for different kinds of moods (e.g., to show humour)
	S8.2 use words and sentences to participate in simple discussions and conversations in authentic contexts	**S8.2.1** participate in class discussions with peers and teacher about comparisons and contrasts (e.g., Royal Jordanian Airlines then and now; good and evil characters) **S8.2.2** in a small group, discuss a solution to a problem (e.g., pollution) **S8.2.3** interview peers to write a report (e.g., attitudes of adolescent about some aspect of science)
	S8.3 take part in well-prepared simple authentic presentations to the class	**S8.3.1** use connecting words (e.g., now and then, however) to help comprehension of the listener when presenting information **S8.3.2** speak clearly and interact with the audience effectively **S8.3.3** role-play a scene from a play studied in class **S8.3.4** recite orally a simple poem and comment on its theme **S8.3.5** make suggestions for the improvement of the presentations of others

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading Read to understand and respond to written English in a variety of simple authentic informational and literary contexts	**R8.1** use reading strategies to understand simple authentic informational and literary reading materials	**R8.1.1** use context (e.g., definitions, comparison/contrast, and clue words) to guess meanings of new words or phrases **R8.1.2** skim and scan reading materials to identify relevant information **R8.1.3** use knowledge of word parts, foreign origins, and simple derivations to understand the meaning of new words **R8.1.4** use print and electronic dictionaries and glossaries to confirm word meanings, parts of speech, and clarify meaning
	R8.2 demonstrate understanding of simple authentic informational and literary reading materials (e.g., biographies, plays)	**R8.2.1** outline sequence of events or ideas* **R8.2.2** summarize a short document* **R8.2.3** interpret reading materials by asking and answering questions* **R8.2.4** assess the value of reading materials **R8.2.5** analyse the content of reading materials in order to make inferences
	R8.3 make connections between prior knowledge and experiences and simple authentic informational and literary reading materials (e.g., biographies, plays)	**R8.3.1** show appreciation of texts based on relating new ideas to previous beliefs, values and experiences while reading **R8.3.2** read independently short passages from magazines and newspapers for information and enjoyment

* Speaking, Reading and Writing

GRADE EIGHT

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to communicate information and ideas clearly and correctly for specific purposes and audiences in various simple authentic contexts	**W8.1** gather information and ideas from print and electronic sources to organize and write in simple authentic contexts	**W8.1.1** locate and use simple English reference materials found in the school and library **W8.1.2** use the Internet to locate specific information and make notes about it **W8.1.3** use the Internet to investigate a theme related to personal interests **W8.1.4** summarize information (e.g., facts about an author's life)
	W8.2 write paragraphs and series of paragraphs for specific simple authentic purposes and audiences such as short reports, narrative accounts, and presentations	**W8.2.1** write a short paragraph based on information extracted from a simple map, graph or diagram **W8.2.2** write a paragraph by expanding notes or answering a series of questions **W8.2.3** write a short report on the content of a book or short story **W8.2.4** write two or three paragraphs based on reading (e.g., comparing places.) * **W8.2.5** fill in forms correctly and neatly, given name, address, date of birth, nationality, religion, and other essential information **W8.2.6** write a short letter which has a specific function (e.g., accepting or not accepting an invitation; giving or requesting information) **W8.2.7** translate short sentences from English into Arabic and vice versa
	W8.3 use appropriate organizational patterns to create simple authentic written work	**W8.3.1** develop 2-3 paragraphs using organizational patterns (e.g., compare and contrast, cause and effect)
	W8.4 apply knowledge of the conventions of language (e.g., spelling, punctuation, grammar, and usage)	**W8.4.1** spell correctly learned vocabulary **W8.4.2** write dictated material using correct spelling and punctuation
	W8.5 revise written work for clarity, correctness and coherence with the assistance of peers and teachers	**W8.5.1** edit the writing of a peer for spelling, punctuation, organization, and clarity of meaning

* Reading and Writing

GRADE NINE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand spoken English in a variety of simple authentic formats and contexts	**L9.1** develop strategies of active listening to confirm meaning in authentic formats such as simple discussions, conversations and presentations	**L9.1.1** recognize the significance of connectors to understanding when listening (e.g., before, after, first, next, then, later, finally) **L9.1.2** recognize the relation between intonation and meaning **L9.1.3** use context to understand unfamiliar words and ideas when listening to a presentation **L9.1.4** listen to taped native speakers of English to improve pronunciation
	L9.2 demonstrate understanding of simple directions, presentations and performances in authentic contexts	**L9.2.1** write short, simple messages after listening (e.g., telephone, spoken messages)* **L9.2.2** compare and contrast different opinions of different persons on a topic* **L9.2.3** identify the attitude of a speaker after listening* **L9.2.4** show understanding of information (e.g., explain the significance of events in a dramatization of a historical event)* **L9.2.5** provide constructive feedback on the effectiveness of the oral presentations of peers (e.g., speaking speed, volume, pronunciation)*

* Listening, Speaking and Writing

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English to participate in discussions and present information in various simple authentic contexts	**S9.1** speak English words and sentences clearly and correctly	**S9.1.1** use recorded material to correct pronunciation of words **S9.1.2** discuss correct pronunciation of words with peers
	S9.2 use words and sentences to participate in simple discussions and conversations in a variety of authentic contexts	**S9.2.1** engage in discussions to exchange ideas about a variety of topics **S9.2.2** in a small group, sort, organize, and classify data into charts or tables* **S9.2.3** engage in social exchanges (e.g., accepting invitations and offers) **S9.2.4** interview (i.e., face to face or online) peers, and family members etc. about a variety of topics (e.g., the benefits and problems associated with modern technologies)
	S9.3 take part in a variety of prepared simple authentic presentations to the class	**S9.3.1** use organizational words to assist the listener when presenting information (e.g., one expert thinks …, but I think …) **S9.3.2** make eye contact with audience to interact effectively when presenting own point of view on a topic **S9.3.3** role-play an issue (e.g., studied in another subject) **S9.3.4** deliver a simple e-presentation using visual aids or technology (e.g., about own city) **S9.3.5** recite a favourite English poem and explain choice* **S9.3.6** make suggestions for the improvement of spoken English in the presentations of peers

* Speaking, Reading and Writing

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading Read to understand and respond to written English in a variety of simple authentic informational and literary contexts	**R9.1** use reading strategies to understand a variety of simple authentic informational and literary reading materials	**R9.1.1** make a list of words that are the same in Arabic and English and share it with peers to build vocabulary **R9.1.2** build vocabulary by visiting a website with a "word of the day" feature **R9.1.3** read silently different types of reading materials for specific purposes (e.g., library resources for information; poems for enjoyment) **R9.1.4** skim written materials before reading to determine their purpose or the type of the material **R9.1.5** scan reading materials for general information for a project **R9.1.6** use print and electronic dictionaries and glossaries to confirm word meanings, pronunciation, parts of speech, derivations, and clarify shades of meaning
	R9.2 demonstrate understanding of a variety of simple authentic informational and literary reading material (e.g., biographies, narratives, and poems)	**R9.2.1** identify the relationship among facts, ideas, concepts and themes in reading materials **R9.2.2** analyse text content to develop a supported interpretation **R9.2.3** evaluate information in a variety of resources to select materials for personal or school-related purposes **R9.2.4** interpret literary reading materials by asking and answering questions*
	R9.3 make connections between prior knowledge and experiences and a variety of simple authentic informational and literary reading material (e.g., biographies, narratives, and poems, etc.)	**R9.3.1** explain connections between what they read, personal ideas and beliefs **R9.3.2** read different types of magazine and newspaper articles to obtain information and show enjoyment **R9.3.3** read independently to acquire information on topics related to hobbies and interests

* Reading and Speaking

GRADE NINE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to communicate information and ideas clearly and correctly for specific purposes and audiences in various simple authentic contexts	**W9.1** gather information and ideas from print and electronic sources to organize and write in a variety of simple authentic contexts	**W9.1.1** locate and use English reference materials found in the school and public libraries **W9.1.2** use the Internet to locate specific information and make notes for simple research projects in other subjects **W9.1.3** use the Internet to investigate a theme related to personal interests and school studies **W9.1.4** summarize information (e.g., historical information about Jordan)
	W9.2 write 2-3 paragraphs for a variety of specific simple authentic purposes and audiences such as short reports, narrative accounts, and presentations	**W9.2. 1** write 2-3 paragraphs on different topics (e.g., examples of good study habits, instructions for preparing a certain dish) **W9.2.2** write a short, informal letter with a specific function (e.g., requesting or giving information) **W9.2.3** fill in application forms, giving essential information about one's self **W9.2.4** translate sentences and short paragraphs from Arabic into English and vice versa
	W9.3 use appropriate organizational patterns to create simple authentic written work	**W9.3.1** develop 2-3 paragraphs using an organizational pattern such as a series of examples **W9.3.2** organize a simple e-presentation (e.g., about own city)
	W9.4 apply knowledge of the conventions of language (e.g., spelling, punctuation, grammar, and usage)	**W9.4.1** spell correctly learned vocabulary **W9.4.2** write dictated material using correct spelling and punctuation
	W9.5 revise written work for clarity, correctness and coherence with the assistance of peers and teachers	**W9.5.1** with a peer, use a spell check and program to edit the writing for spelling and punctuation **W9.5.2** revise own work to enhance the precision, clarity, and artistry of written communications **W9.5.3** edit final drafts of written work for conventions of standard English

GRADE TEN

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand spoken English in a variety of simple authentic formats and contexts	**L10.1** develop strategies of active listening to confirm meaning in a variety of authentic formats such as simple discussions, conversations and presentations	**L10.1.1** recognize the importance of figurative language when listening (e.g., comparisons in similes and metaphors) **L10.1.2** recognize the significance of connecting words to understanding when listening (e.g., on one hand, on the other hand) **L10.1.3** use context to understand unfamiliar words, expressions and ideas when listening to a presentation
	L10.2 demonstrate understanding of simple directions, presentations and performances in a variety of authentic contexts	**L10.2.1** record information while listening (e.g., discussions, tapes, audio-video presentations) **L10.2.2** respond to brainstorming analytical questions before, during, and after listening to an oral presentation or watching a video* **L10.2.3** synthesize information on a topic after listening to a discussion **L10.2.4** identify the objectivity of information provided by a speaker **L10.2.5** provide constructive feedback on oral presentations of peers (e.g., accuracy, clarity, completeness)*

* Listening, Speaking and Writing

GRADE TEN

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English to participate in discussions and present information in various simple authentic contexts	**S10.1** speak English words and sentences clearly, correctly, and fluently	**S10.1.1** use dictionaries to check correct pronunciation of words **S10.1.2** rehearse oral presentations with peers and get feedback
	S10.2 use words and sentences to participate in simple discussions and conversations in a variety of authentic contexts	**S10.2.1** engage in discussions to exchange interests and experiences using meaningful sentences (e.g., talk about career plans for the future) **S10.2.2** engage in discussions to understand and clarify main ideas **S10.2.3** interview peers, teachers, family and community members about a variety of topics (e.g., the benefits of learning English as a foreign language)
	S10.3 take part in a variety of well-prepared simple authentic presentations to the class	**S10.3.1** use socially appropriate language to participate in debates **S10.3.2** do a presentation on a topic of personal interest or based on a topic studied in another subject **S10.3.3** participate in a performance (e.g., a scene from a story or play studied in class) **S10.3.4** make suggestions for the improvement of the presentations of peers

GRADE TEN

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading Read to understand and respond to written English in a variety of simple authentic informational and literary contexts	**R10.1** use reading strategies to understand a variety of simple authentic informational and literary reading materials	**R10.1.1** use print and electronic dictionaries and glossaries to confirm word meanings, pronunciation, parts of speech, derivations, synonyms, antonyms, and clarify shades of meaning
	R10.2 demonstrate understanding of a variety of simple authentic informational and literary reading materials (e.g., magazine and newspaper articles, advertisements, brochures, resource materials, and poems)	**R10.2.1** identify the main ideas in informational materials and explain how the details support the main idea* **R10.2.2** recognize the organizational pattern of a text (e.g., compare and contrast; cause and effect) **R10.2.3** paraphrase information, ideas, opinions and themes in written reading materials about various topics*
	R10.3 make connections between prior knowledge and experiences and a variety of simple authentic informational and literary reading materials (e.g., magazine and newspaper articles, advertisements, brochures, resource materials, and poems)	**R10.3.1** read relevant material to get background information on current issues and events **R10.3.2** read various articles and stories for enjoyment **R10.3.3** read functional material for a variety of purposes (e.g., advertisements to make a purchase, brochures to plan a vacation)

* Speaking, Reading and Writing

GRADE TEN

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to communicate information and ideas clearly and correctly for specific purposes and audiences in various simple authentic contexts	**W10.1** gather information and ideas from print and electronic sources to organize and write in a variety of simple authentic contexts	**W10.1.1** locate and use English reference materials found in the school and public libraries **W10.1.2** use multiple Internet sources to gain information for oral and written reports on topics related to personal interests and school projects **W10.1.3** interview peers, teacher, family and community members in English about a variety of topics (e.g., the benefits of doing charitable acts)
	W10.2 write a series of paragraphs for a variety of specific simple authentic purposes and audiences such as short reports, narrative accounts, and presentations	**W10.2.1** write 3 well-developed paragraphs on a topic of general interest (e.g., describing a process; narrating an event; supporting a point of view, explaining a concept) **W10.2.2** prepare an e-presentation to demonstrate understanding of a theme or an issue related to literary works **W10.2.3** complete forms (e.g., application, visa entry, exit cards, and C.V.) **W10.2.4** email others on topics related to study needs and personal interests **W10.2.5** translate short paragraphs from English into Arabic
	W10.3 use appropriate organizational patterns to create simple authentic written work	**W10.3.1** transform information from a visual or non-linear to a linear text and vice versa **W10.3.2** organize information into an e-presentation

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
	W10.4 apply knowledge of the conventions of language (e.g., spelling, punctuation, grammar, and usage)	**W10.4.1** write a text dictated at reasonable speed, using correct punctuation marks **W10.4.2** write a paragraph using complex sentences with appropriate subordinating conjunctions (e.g., since, although, as though, unless, until, whereas, while, so that) **W10.4.3** identify some differences between normal written texts and computer-mediated communication (CMC) texts
	W10.5 revise written work for clarity, correctness and coherence with the assistance of peers and teachers	**W10.5.1** revise own written work and that of peers for clear and coherent text with correct standard of English **W10.5.2** edit and proofread own written work and that of peers to produce clear and coherent texts with correct spelling and punctuation **W10.5.3** use spell check, dictionaries, etc. to edit texts

SECONDARY STAGE / LEVEL ONE: GENERAL ENGLISH

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to and understand English in a variety of academic and authentic contexts	**LG1.1** develop advanced listening strategies in academic and authentic contexts	**LG1.1.1** recognize tone in spoken language for expressing advice, instructions, warnings, threats, regrets, blame, complaints and excuses **LG1.1.2** identify the characteristics of different types of speech when listening (e.g., formal and informal) **LG1.1.3** use various vocal clues to predict and understand the ideas and information when listening (e.g., speed, volume, and emphasis) **LG1.1.4** assess the quality of the speaker's presentation style by using criteria such as volume and tone of voice **LG1.1.5** identify cultural influences in audio-texts and performances **LG1.1.6** elicit information from some one by asking appropriate questions orally*
	LG1.2 demonstrate understanding of directions, presentations and performances in authentic contexts	**LG1.2.1** respond to oral presentations by asking relevant questions (e.g., audio-visual and class presentations)* **LG1.2.2** distinguish fact from opinion when listening **LG1.2.3** demonstrate understanding of material recorded by English speakers on specific topics **LG1.2.4** identify the main idea of a taped talk on topics of personal or academic interest

* Listening and Speaking

SECONDARY STAGE/LEVEL ONE: GENERAL ENGLISH

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak and interact in English in a variety of academic and authentic contexts	**SG1.1** speak English words and sentences clearly, correctly, and fluently in some academic authentic contexts	**SG1.1.1** use online dictionaries with pronunciation function to check correct pronunciation of words **SG1.1.2** use an appropriate tone to influence the audience
	SG1.2 use words and sentences to participate in discussions and conversations in some academic authentic contexts	**SG1.2 .1** take part in a plan-based discussion by defining a position and selecting evidence to support that position **SG1.2 .2** engage in discussions to understand details about topics in other subjects **SG1.2 .3** interview speakers of English, if possible, on several topics of interest (e.g., food)
	SG1.3 take part in a variety of well-prepared academic authentic presentations to the class	**SG1.3.1** defend a position or present information by developing well-organized informational and literary presentations **SG1.3.2** present evidence clearly and convincingly to support an interpretation of a story or play studied in class*

* Speaking and Reading

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading* Read to understand and respond to written English in a variety of advanced authentic, informational and literary contexts	**RG1.1** use reading strategies to understand some authentic informational and literary texts	**RG1.1.1** read various types of texts silently and take notes for study purposes **RG1.1.2** use context clues to determine the meaning of unknown words **RG1.1.3** use knowledge of stems and affixes to determine the meaning of new vocabulary **RG1.1.4** use syntax clues to understand the meaning of a text **RG1.1.5** make, confirm, and revise predictions based on prior knowledge and evidence from the text **RG1.1.6** scan an exposition for particular information **RG1.1.7** skim an exposition to get the gist
	RG1.2 demonstrate understanding of some authentic informational and literary texts (e.g., expositions, historical nonfiction, adventure stories, and poems)	**RG1.2.1** identify the characteristics of different forms of text such as narrative, factual, poetic (e.g., through analysis of content, format, and layout of a text) **RG1.2.2** make judgments and draw supported conclusions about ideas in written materials **RG1.2.3** describe information of different types (e.g., local/ foreign, contemporary/traditional
	RG1.3 make connections between prior knowledge and experiences and some authentic informational and literary texts (e.g., instructions, expositions, historical nonfiction, adventure stories, and poems)	**RG1.3.1** read for enjoyment texts recommended by peers, teachers and family members **RG1.3.2** read functional texts to perform task (e.g., read instructions, and use that information to perform everyday life functions)

* Reading is often a prelude to speaking and writing including note-taking

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to communicate information and ideas clearly and correctly in a variety of academic and authentic contexts	**WG1.1** gather information and ideas from print and electronic sources to organize and write in some advanced authentic contexts	**WG1.1.1** use multiple Internet sources to gain information for oral and written reports on topics related to personal interests and school projects **WG1.1.2** locate and use print and electronic English reference materials found in the school and public libraries (e.g., multimedia on theme or issue related to literature) **WG1.1.3** consult FAQs on websites to locate information on specific topics for specific purposes
	WG1.2 write 3-4 paragraphs for some specific advanced authentic purposes and for specific audiences	**WG1.2.1** translate informational and literary reading materials from Arabic into English and vice versa (four or five sentences) **WG1.2.2** produce written responses to analytical comprehension questions related to texts read in class **WG1.2.3** write 3-4 paragraphs explaining a concept (e.g., the role of technology in Jordan) **WG1.2.4** complete authentic forms in English (e.g., a magazine subscription form)
	WG1.3 use appropriate organizational patterns to create advanced authentic written work	**WG1.3.1** organize information to develop a central idea using well-linked paragraphs (e.g., with well-selected transition words) **WG1.3.2** write well-organized and coherent paragraphs with a topic sentence, supporting sentences, and a concluding sentence
	WG1.4 apply knowledge of the conventions of language (e.g., spelling, punctuation, grammar, and usage)	**WG1.4.1** produce grammatically correct sentences with an expanded number of coordinate conjunctions (e.g., yet, for, either...or, neither...nor) **WG1.4.2** write different types of sentences showing different discourse functions (e.g., negatives, imperatives, statements)
	WG1.5 revise written work for accuracy, clarity, correctness and coherence with the assistance of peers and teachers	**WG1.5.1** review own written work and that of peers for appropriate use of form, style and tone to suit intended purposes and audiences **WG1.5.2** edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage, and grammar

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to and understand English in a variety of academic and authentic contexts	**LG2.1** develop advanced listening strategies in academic and authentic contexts	**LG2.1.1** discern the attitude and mood of the speaker in oral discourse **LG2.1.2** show respect for the age and gender of the speaker **LG2.1.3** assess the quality of the speaker's presentation style by using criteria such as the speaker's voice and clarity of thoughts
	LG2.2 demonstrate understanding of directions, presentations and performances in authentic contexts	**LG2.2.1** respond to oral presentations by asking relevant questions when listening to instructions, audio-visual presentations, commentaries, and oral reports* **LG2.2.2** participate in classroom discussions about topics of personal or academic interest* **LG2.2.3** listen critically and express an opinion about listening materials on topics of personal or academic interest **LG2.2.4** listen and respond positively to the ideas of others when working in groups (e.g., solving problems and making plans) **LG2.2.5** recognize the use of literary devices such as irony in a presentation

* Listening and Speaking

SECONDARY STAGE/LEVEL TWO: GENERAL ENGLISH

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak and interact in English in a variety of academic and authentic contexts	**SG2.1** speak English words and sentences clearly, correctly, and fluently in some academic authentic contexts	**SG2.1.1** use correct pronunciation observing rhythm and stress when speaking about relevant academic issues **SG2.1.2** use grammatically correct language, appropriate to the topic, audience, and purpose
	SG2.2 use words and sentences to participate in discussions and conversations in some academic authentic contexts	**SG2.2.1** discuss topics from other subjects **SG2.2.2** support and defend ideas in a forum (e.g., conference, meeting, etc.) **SG2.2.3** interview specialists in other subjects to develop research skills
	SG2.3 take part in a variety of well-prepared academic authentic presentations to the class	**SG2.3.1** read a simple well-known speech aloud with expression (i.e., using voice strength, gestures, eye contact… etc.)* **SG2.3.2** use a well-structured narrative or logical argument to make a short formal presentation on a real-life topic

* Speaking and Reading

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading* Read to understand and respond to written English in a variety of advanced authentic, informational and literary contexts	**RG2.1** use reading strategies to understand some authentic informational and literary texts	**RG2.1.1** read various types of texts silently and distinguish main ideas from supporting details **RG2.1.2** deduce the meaning of some unknown words from context clues **RG2.1.3** use synonyms and similar cognates to paraphrase texts
	RG2.2 demonstrate understanding of some authentic informational and literary texts (e.g., applications, social and scientific reports, essays, plays, and poems)	**RG2.2.1** read and understand authentic written English texts on topics of specific or general interest **RG2.2.2** identify different forms of text such as narrative, factual, poetic (e.g., through analysis of content, format, and layout) **RG2.2.3** make judgments and draw conclusions about ideas in written materials on the basis of evidence drawn from other sources **RG2.2.4** analyse information and ideas and draw conclusions about the validity of informational sources
	RG2.3 make connections between prior knowledge and experiences and some authentic informational and literary texts (e.g., applications, social and scientific reports, essays, plays, and poems)	**RG2.3.1** make, confirm, and deduce conclusions based on prior knowledge and evidence from the text **RG2.3.2** recognize emotions being expressed (or experienced) when reading a short narrative **RG2.3.3** read functional texts to perform tasks

* Reading is often a prelude to speaking and writing including note-taking

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to communicate information and ideas clearly and correctly in a variety of academic and authentic contexts	**WG2.1** gather information and ideas from print and electronic sources to organize and write in some advanced authentic contexts	**WG2.1.1** use multiple Internet sources to gain information for written reports on topics related to personal interests and school projects **WG2.1.2** locate and use print and electronic English reference materials found in the school and public libraries (e.g., multimedia information about a topic) **WG2.1.3** use email to contact peers or websites that may have information related to an assignment
	WG2.2 write a series of paragraphs for some specific advanced authentic purposes and audiences such as short reports, responses to literature, and presentations	**WG2.2.1** write a report about an important topic **WG2.2.2** write a job application **WG2.2.3** prepare a multimedia presentation about a topic (e.g., elements of Jordanian culture that are different from or similar to other international cultures)
	WG2.3 use appropriate organizational patterns to create advanced authentic written work	**WG2.3.1** develop a central idea using 3-4 well-linked and well-developed paragraphs **WG2.3.2** produce essays with effective transitions within and across paragraphs
	WG2.4 apply knowledge of the conventions of language (e.g., spelling, punctuation, grammar, and usage)	**WG2.4.1** produce grammatically correct complex sentences with an expanded number of subordinate conjunctions **WG2.4.2** produce grammatically correct compound sentences with appropriate conjunctive adverbs (e.g., however, therefore, consequently)
	WG2.5 revise written work with the assistance of peers and teachers	**WG2.5.1** revise written work for accuracy, clarity, correctness and coherence with the assistance of peers and teachers

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to and understand English in a variety of advanced academic and authentic contexts	**LG3.1** develop advanced listening strategies in academic and authentic contexts	**LG3.1.1** recognize the use of tone of voice and gestures to help clarify the meaning of information about topics and events **LG3.1.2** infer the meaning of new vocabulary items by using contextual and grammatical clues when listening **LG3.1.3** discern the attitude of speakers when listening **LG3.1.4** show respect for the age, gender, and position of the speaker **LG3.1.5** identify cultural and historical influences in audio-texts and performances
	LG3.2 demonstrate understanding of directions, presentations and performances in a variety of authentic contexts	**LG3.2.1** respond by asking relevant questions when listening to authentic lectures, commentaries, reports and instructions* **LG3.2.2** listen to texts and conversations in order to get the main ideas and find answers to specific queries **LG3.2.3** distinguish fact from opinion and fallacies when listening **LG3.2.4** identify specific details from spoken stories, poems, and audio-visual media **LG3.2.5** listen and respond positively to the ideas of others when working in groups (e.g., solving problems and making plans)* **LG3.2.6** recognize and describe the use of literary devices such as irony in a presentation*

* Listening and Speaking

SECONDARY STAGE/LEVEL THREE: GENERAL ENGLISH

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak and interact in English in a variety of academic and authentic contexts	**SG3.1** speak English words and sentences clearly, correctly, and fluently in a variety of academic authentic contexts	**SG3.1.1** use and pronounce appropriate academic vocabulary correctly **SG3.1.2** use grammatically correct and appropriate language for audience, purpose, and topic
	SG3.2 use words and sentences to participate in discussions and conversations in a variety of academic authentic contexts	**SG3.2.1** discuss with peers evaluations of presentations done by students of upper basic grades **SG3.2.2** participate in discussions about personal-social or school related topics (e.g., discuss scientific concepts or short novels) **SG3.2.3** interview specialists in other subjects to research information for an essay in other subjects
	SG3.3 take part in a variety of well-prepared presentations to the class in a variety of academic authentic contexts	**SG3.3.1** assess a formal presentation given by an upper basic grade student by analyzing and critiquing the effectiveness of the speaker's voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery **SG3.3.2** present several topics in other subjects (e.g., physics :Newton's Laws) **SG3.3.3** make a short formal presentation on a real-life topic using a well structured narrative or logical argument **SG3.3.4** read aloud a well-known speech in literature using voice strength, gestures, eye contact… etc.

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading* Read to understand and respond to written English in a variety of advanced authentic, informational and literary contexts	**RG3.1** use reading strategies to understand a variety of authentic informational and literary texts	**RG3.1.1** use contextual clues to understand the meaning of texts **RG3.1.2** skim texts to deduce and infer the meaning of the text **RG3.1.3** scan texts for specific purposes **RG3.1.4** explain the role of linking words in a text **RG3.1.5** distinguish between passive and active knowledge of vocabulary (e.g., words understood when listening and reading versus words used when speaking or writing)
	RG3.2 demonstrate understanding of a variety of authentic informational and literary texts (e.g., applications, social and scientific reports, academic essays, plays, and poems)	**RG3.2.1** agree or disagree with an author's point of view **RG3.2.2** summarize and paraphrase main ideas and supporting details in a report **RG3.2.3** read and understand authentic written English texts having to do with topics of general and academic interest **RG3.2.4** make inferences based on explicit and implicit information in texts **RG3.2.5** clarify and develop own points of view by examining the ideas of different authors on the same topic
	RG3.3 make connections between prior knowledge and experiences and a variety of authentic informational and literary texts (e.g., applications, social and scientific reports, academic essays, plays, and poems)	**RG3.3.1** use previous experience, knowledge of current issues to challenge ideas in texts **RG3.3.2** read instructions, credit cards, advertisements, or job applications to participate in daily life situations

* Reading is often a prelude to speaking and writing including note-taking

SECONDARY STAGE/LEVEL THREE: GENERAL ENGLISH

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to communicate information and ideas clearly and correctly in a variety of academic and authentic contexts**.**	**WG3.1** gather information and ideas from print and electronic sources to organize and write in a variety of advanced authentic contexts	**WG3.1.1** use multiple Internet sources to gain information for oral and written reports on a variety of personal and academic topics **WG3.1.2** locate and use print and electronic English reference materials found in the school and public libraries (e.g., a film or video on a topic) **WG3.1.3** locate an electronic template for a résumé
	WG3.2 write a series of paragraphs for a variety of advanced authentic purposes and audiences such as summaries, essays, résumés, and multi-media presentations	**WG3.2.1** summarize academic texts related to social and academic topics and issues **WG3.2.2** produce well-developed academic essays on a variety of social and academic topics **WG3.2.3** produce a variety of formal authentic texts (e.g., announcements, job applications)
	WG3.3 use appropriate organizational patterns to create authentic advanced written work	**WG3.3.1** organize ideas and information in essays logically and creatively to produce clear and interesting writing **WG3.3.2** develop a series of paragraphs using an organizational pattern such as an analogy (e.g., an extended comparison of an easy process or concept to explain a difficult one)
	WG3.4 apply knowledge of the conventions of language (e.g., spelling, punctuation, grammar, and usage)	**WG3.4.1** use and spell complex words correctly (e.g., analysis, psychology, hypothesis, research) **WG3.4.2** use sentences of different structures correctly (e.g., conditional, passive, reported speech, etc.)
	WG3.5 revise written work for accuracy, clarity, correctness and coherence with the assistance of teacher, peers, and electronic programs	**WG3.5.1** organize and sequence information and ideas logically with appropriate conjunctive adverbs (e.g., however, therefore, consequently) **WG3.5.2** review, edit and proofread own written work and that of peers to produce final texts with correct standard English: spelling, punctuation, usage, and grammar **WG3.5.3** use electronic spell and grammar check programs to edit final drafts

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to and understand English in a variety of advanced academic and authentic contexts	**LG4.1** develop advanced listening strategies in academic and authentic contexts	**LG4.1.1**recognize how tone of voice, gestures and other non-verbal clues help clarify meaning when listening **LG4.1.2** discern the attitude of speakers when listening **LG4.1.3** use various textual and grammatical clues to predict and understand ideas when listening **LG4.1.4** show respect for the age, gender, position, and cultural traditions of the speaker **LG4.1.5** infer the bias of a speaker by using contextual and grammatical clues when listening **LG4.1.6** recognize and interpret figurative language in the speech of others (e.g., simile)
	LG4.2 demonstrate understanding of directions, presentations and performances in a variety of authentic contexts	**LG4.2.1** listen critically and analyse opinions when listening **LG4.2.2** listen to a reasonably lengthy talk by a native speaker and take notes or fill in tabular forms with specific information **LG4.2.3** demonstrate understanding of issues related to personal and academic needs when exchanging thoughts and ideas **LG4.2.4** distinguish fact, opinion, fallacies, attitudes, and implications when listening **LG4.2.5** show appreciation of different literary texts (e.g., stories)

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak and interact in English in a variety of academic and authentic contexts	**SG4.1** speak English words and sentences clearly, correctly, and fluently in a variety of academic authentic contexts	**SG4.1.1** use grammatically correct and simple language when speaking with upper basic grade students **SG4.1.2** use grammatically correct and appropriate technical language when speaking **SG4.1.3** use literary devices in presentations (e.g., repetition, parallelism)
	SG4.2 use words and sentences to participate in discussions and conversations in a variety of academic authentic contexts	**SG4.2.1** discuss with upper basic grade students solutions for a problem (e.g., stress during exam days) **SG4.2.2** interview specialists in other subjects to produce academic essays*****
	SG4.3 take part in a variety of well-prepared presentations to the class in a variety of academic authentic contexts	**SG4.3.1** assess a formal presentation done by an upper basic grade student by analyzing and critiquing the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, and delivery **SG4.3.2** present topics from other subjects **SG4.3.3** make a short formal presentation on a real-life topic using a well-structured narrative or logical argument **SG4.3.4** read aloud a well-known speech in literature using voice strength, gestures, eye contact… etc.

* Speaking and Writing

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading* Read to understand and respond to written English in a variety of advanced authentic, informational and literary contexts	**RG4.1** use reading strategies to understand a variety of authentic informational and literary texts	**RG4.1.1** use prior knowledge to deduce meaning of words and phrases **RG4.1.2** make predictions and inferences from the text by citing text-based evidence
	RG4.2 demonstrate understanding of a variety of authentic informational and literary texts (e.g., social, business and scientific reports, academic essays, novels, and poems)	**RG4.2.1** make inferences based on implicit and explicit information and provide justification for inferences **RG4.2.2** paraphrase or summarize main ideas and supporting details in an academic essay **RG4.2.3** display some comprehension beyond the literal level in familiar texts (e.g., suggest possible explanations for a character's actions in a short story; identify a theme in a novel) **RG4.2.4** support personal interpretations of a text with evidence from the text
	RG4.3 make connections between prior knowledge and experiences and a variety of authentic informational and literary texts (e.g., social, business and scientific reports, academic essays, novels, and poems)	**RG4.3.1** read various texts silently to understand, reinforce or challenge personal views and experiences **RG4.3.2** use previous experience, knowledge of current issues, information previously learned to make connections and draw conclusion about what is read **RG4.3.3** develop own point of view on a topic after analysing the ideas of different authors **RG4.3.4** use personal experience to support an interpretation of a text

* Reading is often a prelude to speaking and writing including note-taking

SECONDARY STAGE/LEVEL FOUR: GENERAL ENGLISH

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to communicate information and ideas clearly and correctly in a variety of academic and authentic contexts	**WG4.1** gather information and ideas from print and electronic sources to organize and write in a variety of advanced authentic contexts	**WG4.1.1** locate and use print and electronic English reference materials found in the school and public libraries **WG4.1.2** use multiple Internet sources to gain information for oral and written reports on a variety of academic topics (e.g., a report on a recent scientific discovery) **WG4.1.3** use subject-based diagrams, graphs and charts to locate specific information for a project
	WG4.2 write a series of paragraphs for a variety of advanced authentic purposes and audiences such as reports, essays, and multi-media presentations	**WG4.2.1** write a report explaining the value of multimedia in communication **WG4.2.2** produce academic essays on a variety of topics in different subject areas **WG4.2.3** produce a variety of formal authentic business texts (e.g., credit applications, inquiry letters, and sales letters) **WG4.2.4** use a multimedia presentation to demonstrate understanding of a theme or issue of general interest
	WG4.3 use appropriate organizational patterns to create authentic advanced written work	**WG4.3.1** produce essays which include an introduction, supporting paragraphs, and a conclusion, using transitions within and across paragraphs **WG4.3.2** use features of electronic information to form electronic projects
	WG4.4 apply knowledge of the conventions of language (e.g., spelling, punctuation, grammar, and usage)	**WG4.4.1** use and spell appropriate academic vocabulary correctly when writing (e.g., analysis, psychology, hypothesis, research) **WG4.4.2** organize and sequence information and ideas logically with appropriate conjunctive adverbs (e.g., furthermore, even though, as a result) **WG4.4.3** use sentences of different structures correctly
	WG4.5 revise written work for accuracy, clarity, correctness and coherence with the assistance of peers, teachers, and electronic programs	**WG4.5.1** make a list of organizational patterns and select the best one for a short essay **WG4.5.2** review own written work and that of peers for appropriate use of form, style and tone to suit authentic academic purposes and audiences **WG4.5.3** edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage, and grammar **WG4.5.4** use electronic spell and grammar check programs to edit final drafts

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand English in a variety of vocationally relevant authentic formats and contexts	**LV1.1** develop active listening strategies to confirm meaning in some vocationally relevant authentic formats such as discussions, conversations and presentations	**LV1.1.1** when listening, recognize the importance of speaking rate and volume of the speaker, and ask for a change if necessary (e.g., if the speaker is speaking too fast or too low for understanding) **LV1.1.2** recognize how pauses by the speaker are used to draw attention to an important idea **LV1.1.3** take notes when listening as an aid to remember information **LV1.1.4** listen carefully to determine the topic or main idea of the speaker
	LV1.2 demonstrate understanding of directions, presentations and performances in some vocationally relevant authentic contexts	**LV1.2.1** engage in meaningful discussions or conversations about an area of vocational interest **LV1.2.2** respond to relevant questions and instructions after listening **LV1.2.3** listen to and interact with others to promote class and group discussion **LV1.2.4** interact effectively with native speakers of English (e.g., a conversation about Arab traditions and customs or an area of vocational interest)
	LV1.3 demonstrate understanding of some vocationally relevant authentic media texts	**LV1.3.1** show understanding of the main message behind a media advertisement related to an area of the vocational study

SECONDARY STAGE/LEVEL ONE: VOCATIONAL ENGLISH

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English to communicate in a variety of vocationally relevant authentic informational and technical contexts	**SV1.1** speak English words and sentences clearly, correctly, and fluently in some authentic vocationally relevant contexts	**SV1.1.1** use an online dictionary with a pronunciation function to check correct pronunciation of vocationally relevant words **SV1.1.2** create and use a list of vocationally relevant words from job related articles and documents from the Internet
	SV1.2 use words and sentences to participate in discussions and conversations in some authentic vocational contexts	**SV1.2.1** discuss realistic job expectations for different vocational positions **SV1.2.2** engage in mock job interviews **SV1.2.3** interview speakers of English, if possible, on vocationally relevant topics (e.g., job prospects in fields of vocational interest)
	SV1.3 take part in well-prepared authentic vocationally relevant presentations to the class	**SV1.3.1** do a presentation with a peer on a job related issue (e.g., smoking in the workplace) **SV1.3.2** create and present orally a list of technical job-related words and expressions and explain their meanings **SV1.3.3** role-play a workplace situation in an area of vocational interest
	SV1.4 produce a vocationally relevant authentic media text	**SV1.4.1** in a small group, produce a media advertisement related to area of interest or vocational study (e.g., an advertisement describing the benefits of people doing community service activities)*

* Listening, Reading, and Writing

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading* Read to understand and respond to written English in a variety of vocationally relevant authentic informational and technical contexts	**RV1.1** use reading strategies to understand some vocationally relevant authentic informational and literary texts	**RV1.1.1** read a variety of vocationally relevant materials to build technical vocabulary in an area of specialization **RV1.1.2** skim and scan for reading purposes to find general and specific information in texts, graphs and charts **RV1.1.3** select and use appropriate skills for reading technical reading material (e.g., timetables, maps, and computer manuals)
	RV1.2 demonstrate understanding of some vocationally relevant authentic informational texts (e.g., reports, articles)	**RV1.2.1** use functional reading materials to understand how to perform a task in vocational areas of interest **RV1.2.2** read and follow instructions when completing concrete practical tasks (e.g., writing a résumé, report, or cheque) **RV1.2.3** read literary works to find out more about areas of vocational interest (e.g., newspapers, magazines, periodicals)
	RV1.3 make connections between prior knowledge and some vocationally relevant authentic informational texts (e.g., reports and articles)	**RV1.3.1** make connections between the ideas and information presented in technical papers about an area of vocational interest and prior knowledge (e.g., suggest a solution to a local/global problem)

* Reading is often a prelude to speaking and writing including note-taking

SECONDARY STAGE/LEVEL ONE: VOCATIONAL ENGLISH

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to communicate information and ideas clearly and correctly for specific technical purposes and audiences in a variety of vocationally relevant authentic contexts	**WV1.1** gather information and ideas from print and electronic sources to write and organize in some vocationally relevant authentic formats and contexts	**WV1.1.1** locate and use print and electronic English reference materials found in the school and public libraries **WV1.1.2** conduct research on the Internet to search for multiple sources of information on topics related to their interests and specialized vocational areas **WV1.1.3** search the Internet for a template for a specialized writing forms in vocational areas of interest
	WV1.2 write a series of paragraphs for some vocationally relevant authentic purposes and audiences such as reports, essays, and media presentations (e.g., news items, short dialogues, and advertisements)	**WV1.2.1** produce complete sentences using appropriate terminology in vocational areas of interest **WV1.2.2** write short memos, invitations and advertisements related to vocational areas of interest **WV1.2.3** write instructions and directions about a specific task related to vocational areas of interest **WV1.2.4** write notes and short reports to convey information related to vocational areas of interest to specific persons **WV1.2.5** fill in specialized forms and charts required by work related to vocational areas of interest **WV1.2.6** reorganize information in tables, charts, and diagrams into linear texts
	WV1.3 apply knowledge of the conventions of language (e.g., spelling, punctuation, grammar, and usage)	**WV1.3.1** spell correctly specific vocabulary related to vocational areas of interest **WV1.3.2** use appropriate punctuation marks in written work (commas, semi-colon and period and capitalization) **WV1.3.3** produce grammatically correct compound sentences with an expanded number of coordinate conjunctions (yet, for, either…or, neither…. nor) **WV1.3.4** use a variety of sentence types in written work

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
	WV1.4 use appropriate organizational patterns to create some authentic vocationally relevant written work	**WV1.4.1** produce well-organized and coherent paragraphs with a topic sentence, supporting sentences, and concluding sentence **WV1.4.2** use categorization to organize information and ideas in presentations for independent study projects **WV1.4.3** use tables, charts, and diagrams to organize information when appropriate
	WV1.5 revise written work for accuracy, clarity, correctness and coherence with the assistance of teacher, peers, and electronic programs	**WV1.5.1** review own written work and that of peers for appropriate use of form, style and tone to suit authentic vocationally relevant purposes and audiences **WV1.5.2** edit to produce final drafts, using conventions of standard English correctly (e.g., grammar, usage, spelling, and punctuation) **WV1.5.3** use electronic spell and grammar check programs to prepare final drafts of written works

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Listening Listen to understand English in a variety of vocationally relevant authentic formats and contexts	**LV2.1** develop active listening strategies to confirm meaning in a variety of vocationally relevant authentic formats such as discussions, conversations and presentations	**LV2.1.1** recognize the importance of clear pronunciation and tone of voice of the speaker when listening and ask for a change if necessary (e.g., if the speaker is mumbling or speaking in a monotone) **LV2.1.2** recognize how gestures by the speaker are used to draw attention to an important idea **LV2.1.3** ask questions or repeat ideas of others as an aid to remember information when listening **LV2.1.4** listen attentively as an active participant in a wide range of authentic personal and vocationally related contexts
	LV2.2 demonstrate understanding of directions, presentations and performances in a variety of vocationally relevant authentic contexts	**LV2.2.1** listen to international radio stations broadcasting in English over the Internet to gather information and learn the pronunciation of vocationally relevant words **LV2.2.2** participate in a simulated job application or other interview situation (e.g., listen and respond to questions) **LV2.2.3** listen attentively and function effectively as a team member (e.g., turn taking) **LV2.2.4** evaluate ideas, arguments, propositions, and opinions after listening to oral reports and presentations on topics of personal interest or vocational study
	LV2.3 demonstrate understanding of a variety of vocationally relevant authentic media texts	**LV2.3.1** explain the main idea in a video related to an area of vocational study

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English to communicate in a variety of vocationally relevant authentic informational and technical contexts	**SV2.1** speak English words and sentences clearly, correctly, and fluently in a variety of authentic vocationally relevant contexts	**SV2.1.1** create a glossary of vocationally relevant words showing their correct pronunciation and meaning **SV2.1.2** use grammatically correct language in a variety of vocationally relevant contexts (e.g., interviews and presentations)
	SV2.2 use words and sentences to participate in discussions and conversations in a variety of authentic vocational contexts	**SV2.2.1** discuss possible questions when being interviewed for a particular job by a prospective employer **SV2.2.2** discuss conflict resolution strategies in a variety of job-related situations **SV2.2.3** interview speakers of English, if possible, on vocationally relevant topics (e.g., growth areas in a variety of jobs) **SV2.2.4** participate in CMC on topics of vocational interest (e.g., chat rooms) **SV2.2.5** volunteer and participate in vocationally relevant job situations
	SV2.3 produce vocationally relevant authentic media texts	**SV2.3.1** do a presentation on a job related issue (e.g., predictions of job availability in a variety of fields) **SV2.3.2** role-play a conflict and its resolution in a workplace situation in an area of vocational interest **SV2.3.3** take part in a variety of well-prepared authentic vocationally relevant presentations to the class **SV2.3.4** in a small group, produce a multi-media presentation describing an area of vocational study (e.g., places of study and places of employment in a particular vocational area)*

* Listening, Reading and Writing

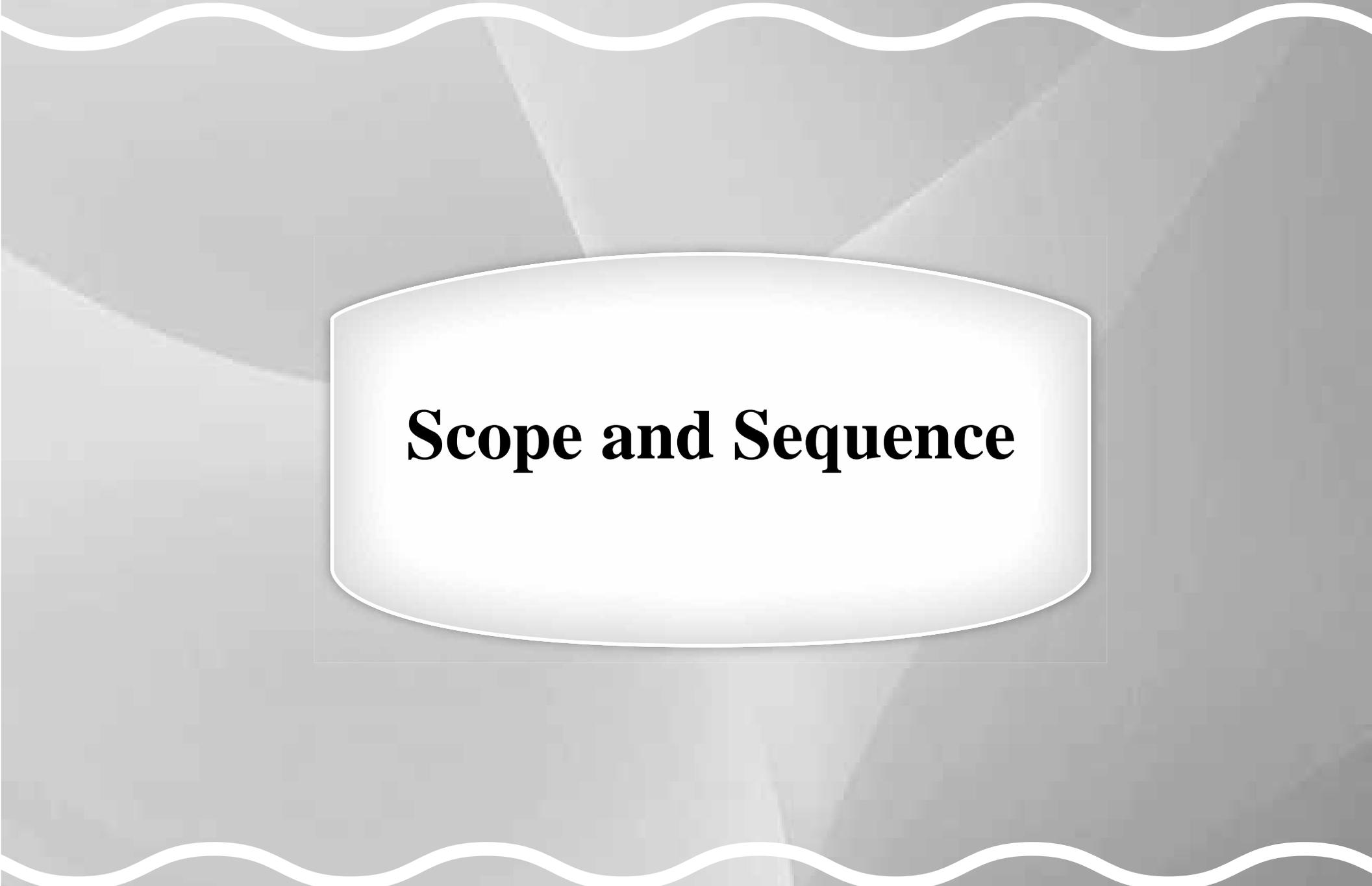| Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading* Read to understand and respond to written English in a variety of vocationally relevant authentic informational and technical contexts	**RV2.1** use reading strategies to understand a variety of vocationally relevant authentic informational and technical texts	**RV2.1.1** skim and scan for general and specific information from texts, graphs, and charts in an area of vocational interest **RV2.1.2** select and use appropriate skills for reading a variety of technical reading materials in an area of vocational interest (e.g., tables, medical charts and mechanical manuals) **RV2.1.3** keep (prepare) a word list of specialized words in an area of study
	RV2.2 demonstrate understanding of a variety of vocationally relevant authentic informational (e.g., reports, and essays)	**RV2.2.1** explain the uses and effect of technical concepts in an area of vocational interest (e.g., the layout of commercial advertisements, business messages, memos) **RV2.2.2** read texts related to areas of vocational interest and explain what they reveal about work in that area **RV2.2.3** read and summarize written technical and professional materials related to area of vocational interest **RV2.2.4** read instructions, credit card or job applications, and timetables to perform everyday life functions
	RV2.3 make connections between prior knowledge and experiences and a variety of vocationally relevant authentic informational texts (e.g., reports and essays)	**RV2.3.1** relate new knowledge to previous knowledge about area of vocational interest **RV2.3.2** make connections among themes and ideas expressed in various materials based on their personal experiences

* Reading is often a prelude to speaking and writing including note-taking

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Writing Write in English to communicate information and ideas clearly and correctly for specific technical purposes and audiences in a variety of vocationally relevant authentic contexts	**WV2.1** gather information and ideas from print and electronic sources to write and organize a variety of vocationally relevant authentic contexts	**WV2.1.1** locate and use a variety of print and electronic English reference materials found in the school and public libraries **WV2.1.2** conduct research on the Internet to search for multiple sources of information on a variety of topics related to their interests and specialized vocational areas **WV2.1.3** search the Internet for templates for a specialized writing forms in an area of vocational interest
	WV2.2 write a series of paragraphs for a variety of vocationally relevant authentic purposes and audiences such as reports, essays, and media presentations (e.g., reports, news items, simulations, and advertisements)	**WV2.2.1** write various types of business letters related to areas of vocational interest **WV2.2.2** fill in forms of commercial interaction, such as invoices and job application forms related to areas of vocational interest **WV2.2.3** complete dialogues and simulations that reflect professional language and situations related to areas of vocational interest **WV2.2.4** produce ads, essays, reports, news items, dialogues related to areas of vocational interest **WV2.2.5** translate texts from English into Arabic and vice versa related to areas of vocational interest **WV2.2.6** email others on topics related to their study needs and personal interests **WV2.2.7** use multimedia to design presentations about topics related to areas of vocational interest

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
	WV2.3 use appropriate organizational patterns to create a variety of authentic vocationally relevant written work	**WV2.3.1** reorganize information contained in tables, charts, and diagrams into linear texts and vice versa
	WV2.4 apply knowledge of the conventions of language (e.g., spelling, punctuation, grammar, and usage)	**WV2.4.1** use and spell correctly specific business terminology related to areas of vocational interest **WV2.4.2** produce grammatically correct complex sentences with an expanded number of subordinate conjunctions (e.g., since, although as though, unless, until, whereas, while, so that) **WV2.4.3** use a variety of sentence types in written work
	WV2.5 revise written work for accuracy, clarity, correctness and coherence with the assistance of peers, teachers, and electronic programs	**WV2.5.1** produce well-organized and coherent paragraphs with a topic sentence, supporting sentences and concluding sentence **WV2.5.2** use electronic wizards for assistance in producing standard forms of writing

Scope and Sequence

Listening

G1	G2	G3	G4
L1.1.1 recognize the sounds of the letters of the English alphabet **L1.1.2** recognize some basic English words **L1.2.1** recognize short, simple greetings **L1.2.2** recognize and respond to basic classroom-controlled instructions **L1.2.3** show appreciation of listening to short, simple rhymes and songs **L1.3.1** use pictures and flash cards to understand new words when listening **L1.3.2** recognize objects teachers hold up when listening	**L2.1.1** recognize the sounds of <u>all</u> the letters of the alphabet **L2.1.2** recognize simple words and phrases **L2.2.1** follow short, simple oral instructions **L2.2.2** respond to short, simple questions before and after listening **L2.2.3** respond in short, simple guided exchanges **L2.2.4** use prior knowledge to understand short, simple exchanges **L2.2.5** develop a love of listening to short, simple rhymes and songs in English **L2.3.1** use pictures, flash cards and posters to understand new words when listening **L2.3.2** use teacher introduction to understand new words when listening **L2.3.3** use words and short phrases or body language	**L3.1.1** recognize the sound of diphthongs in the English alphabet **L3.1.2** say two syllable words with the correct stress **L3.2.1** follow short, simple oral instructions related to work in class **L3.2.2** show understanding of short, simple questions before and after listening **L3.2.3** participate in short, simple guided exchanges **L3.2.4** show appreciation of simple rhymes and songs in English **L3.3.1** use pictures, flash cards, and textbook to understand new or unfamiliar words when listening **L3.3.2** use prior knowledge to participate in short, simple guided exchanges **L3.3.3** ask for help	**L4.1.1** recognize the sounds of consonant combinations in the English alphabet **L4.1.2** show understanding of multi-syllable words **L4.2.1** use textbook illustrations, and pictionary to understand new or unfamiliar words when listening **L4.2.2** use prior knowledge to participate in short, simple guided exchanges **L4.2.3** ask peers for help **L4.3.1** write dictated simple sentences, or a short paragraph **L4.3.2** follow short, simple instructions **L4.3.3** respond to questions before, during, and after listening **L4.3.4** participate in short, simple guided exchanges **L4.3.5** show appreciation of simple rhymes and songs in English

G5	G6	G7	G8
L5.1.1 recognize the different sounds of some consonants **1.5.1.2** recognize the different sounds of some vowels **L5.2.1** follow simple oral instructions **L5.2.2** participate in simple classroom exchanges **L5.2.3** respond to questions before, during, and after listening **L5.2.4** begin to make inferences when listening **L5.2.5** show appreciation to rhymes and songs in English **L5.3.1** use clues to understand new or unfamiliar words when listening **L5.3.2** take notes when listening to remember the main idea	**L6.1.1** recognize the correct stress of syllables in multi-syllable words **L6.1.2** recognize the effect of pauses on understanding when listening **L6.2.1** follow oral instructions **L6.2.2** respond to questions before, during, and after listening **L6.2.3** listen to participate in simple classroom conversations **L6.2.4** make simple inferences when listening **L6.2.5** show understanding of main ideas from a simple oral presentation **L6.2.6** show appreciation of listening to rhymes and songs in English **L6.3.1** use teacher introduction and other clues to understand new words when listening **L6.3.2** ask questions after listening to gain understanding of new or unfamiliar words **L6.3.3** use context to understand new words when listening **L6.3.4** use prior knowledge and experience to listen when participating in simple conversations	**L7.1.1** use the sequence of ideas, words and sentences to understand new or unfamiliar words when listening **L7.1.2** use context to comprehend main ideas **L7.2.1** follow oral instructions **L7.2.2** respond to questions before, during, and after listening **L7.2.3** show understanding of classroom role-plays on topics **L7.2.4** make inferences when listening to role-plays **L7.2.5** show appreciation of other's ideas	**L8.1.1** recognize how a speaker's emphasis of different sentences helps identify what is important **L8.1.2** use the sequence of ideas, words and sentences to identify the main idea while listening **L8.1.3** recognize the relationship of intonation to meaning **L8.2.1** follow oral directions **L8.2.2** respond to critical thinking questions before, during, and after listening **L8.2.3** respond to an opinion expressed by a speaker **L8.2.4** show understanding of information in an oral presentation **L8.2.5** make inferences and judgments that show an understanding of a presentation **L8.2.6** show appreciation of the efforts of others after a presentation

G9	G10	Level One	Level Two
L9.1.1 recognize the significance of connectors to understanding when listening **L9.1.2** recognize the relation between intonation and meaning **L9.1.3** use context to understand unfamiliar words and ideas when listening to a presentation **L9.1.4** listen to taped native speakers of English to improve pronunciation **L9.2.1** write short, simple messages after listening **L9.2.2** compare and contrast different opinions of different persons on a topic **L9.2.3** identify the attitude of a speaker after listening **L9.2.4** show understanding of information **L9.2.5** provide constructive feedback on the effectiveness of the oral presentations of peers	**L10.1.1** recognize the importance of figurative language when listening **L10.1.2** recognize the significance of connecting words to understanding when listening **L10.1.3** use context to understand unfamiliar words, expressions and ideas when listening to a presentation **L10.2.1** record information while listening **L10.2.2** respond to brainstorming analytical questions before, during, and after listening to an oral presentation or watching a video **L10.2.3** synthesize information on a topic after listening to a discussion **L10.2.4** identify the objectivity of information provided by a speaker **L10.2.5** provide constructive feedback on oral presentations of peers	**LG1.1.1** recognize tone in spoken language for expressing advice, instructions, warnings, threats, regrets, blame, complaints and excuses **LG1.1.2** identify the characteristics of different types of speech when listening **LG1.1.3** use various vocal clues to predict and understand the ideas and information when listening **LG1.1.4** assess the quality of the speaker's presentation style by using criteria such as volume and tone of voice **LG1.1.5** identify cultural influences in audio-texts and performances **LG1.1.6** elicit information from some one by asking appropriate questions orally **LG1.2.1** respond to oral presentations by asking relevant questions **LG1.2.2** distinguish fact from opinion when listening **LG1.2.3** demonstrate understanding of material recorded by English speakers on specific topics **LG1.2.4** identify the main idea of a taped talk on topics of personal or academic interest	**LG2.1.1** discern the attitude and mood of the speaker in oral discourse **LG2.1.2** show respect for the age and gender of the speaker **LG2.1.3** assess the quality of the speaker's presentation style by using criteria such as the speaker's voice and clarity of thoughts **LG2.2.1** respond to oral presentations by asking relevant questions when listening to instructions, audio-visual presentations, commentaries, and oral reports **LG2.2.2** participate in classroom discussions about topics of personal or academic interest **LG2.2.3** listen critically and express an opinion about listening materials on topics of personal or academic interest **LG2.2.4** listen and respond positively to the ideas of others when working in groups **LG2.2.5** recognize the use of literary devices such as irony in a presentation

Level Three	Level Four	V Level One	V Level Two
LG3.1.1 recognize the use of tone of voice and gestures to help clarify the meaning of information about topics and events **LG3.1.2** infer the meaning of new vocabulary items by using contextual and grammatical clues when listening **LG3.1.3** discern the attitude of speakers when listening **LG3.1.4** show respect for the age, gender, and position of the speaker **LG3.1.5** identify cultural and historical influences in audio-texts and performances **LG3.2.1** respond by asking relevant questions when listening to authentic lectures, commentaries, reports and instructions **LG3.2.2** listen to texts and conversations in order to get the main ideas and find answers to specific queries **LG3.2.3** distinguish fact from opinion and fallacies when listening **LG3.2.4** identify specific details from spoken stories, poems, and audio-visual media **LG3.2.5** listen and respond positively to the ideas of others when working in groups **LG3.2.6** recognize and describe the use of literary devices such as irony in a presentation	**LG4.1.1** recognize how tone of voice, gestures and other non-verbal clues help clarify meaning when listening **LG4.1.2** discern the attitude of speakers when listening **LG4.1.3** use various textual and grammatical clues to predict and understand ideas when listening **LG4.1.4** show respect for the age, gender, position, and cultural traditions of the speaker **LG4.1.5** infer the bias of a speaker by using contextual and grammatical clues when listening **LG4.1.6** recognize and interpret figurative language in the speech of others **LG4.2.1** listen critically and analyse opinions when listening **LG4.2.2** listen to a reasonably lengthy talk by a native speaker and take notes or fill in tabular forms with specific information **LG4.2.3** demonstrate understanding of issues related to personal and academic needs when exchanging thoughts and ideas **LG4.2.4** distinguish facts, opinions, fallacies, attitudes, and implications when listening **LG4.2.5** show appreciation of different literary texts	**LV1.1.1** when listening, recognize the importance of speaking rate and volume of the speaker, and ask for a change if necessary **LV1.1.2** recognize how pauses by the speaker are used to draw attention to an important idea **LV1.1.3** take notes when listening as an aid to remember information **LV1.1.4** listen carefully to determine the topic or main idea of the speaker **LV1.2.1** engage in meaningful discussions or conversations about an area of vocational interest **LV1.2.2** respond to relevant questions and instructions after listening **LV1.2.3** listen to and interact with others to promote class and group discussion **LV1.2.4** interact effectively with native speakers of English **LV1.3.1** show understanding of the main message behind a media advertisement related to an area of the vocational study	**LV2.1.1** recognize the importance of clear pronunciation and tone of voice of the speaker when listening and ask for a change if necessary **LV2.1.2** recognize how gestures by the speaker are used to draw attention to an important idea **LV2.1.3** ask questions or repeat ideas of others as an aid to remember information when listening **LV2.1.4** listen attentively as an active participant in a wide range of authentic personal and vocationally related contexts **LV2.2.1** listen to international radio stations broadcasting in English over the Internet to gather information and learn the pronunciation of vocationally relevant words **LV2.2.2** participate in a simulated job application or other interview situation **LV2.2.3** listen attentively and function effectively as a team member **LV2.2.4** evaluate ideas, arguments, propositions, and opinions after listening to oral reports and presentations on topics of personal interest or vocational study **LV2.3.1** explain the main idea in a video related to an area of vocational study

Speaking

G1	G2	G3	G4
S1.1.1 pronounce the letters of the alphabet correctly	**S2.1.1** pronounce all the letters of the alphabet correctly	**S3.1.1** pronounce diphthongs correctly	**S4.1.1** pronounce double letter consonant sounds correctly
S1.1.2 pronounce some simple words accurately	**S2.1.2** say two-syllable words with the correct stress	**S3.1.2** pronounce short, simple questions and statements with correct intonation patterns	**S4.1.2** pronounce short, simple questions and statements with correct intonation patterns
S1.1.3 imitate the pronunciation of some simple English words and pronouns	**S2.1.3** pronounce words correctly when talking about animals, clothes, presents, and members of the family	**S3.2.1** give short, simple commands and instructions	**S4.2.1** use complete sentences in short, simple guided exchanges based on familiar situations
S1.2.1 repeat and pronounce correctly foreign names as appropriate	**S2.2.1** ask or respond to short simple questions about clothes and colours using short sentences	**S3.2.2** use short sentences to participate in simple exchanges based on learned models	**S4.2.2** ask and answer short, simple questions using "Wh-words"
S1.2.2 pronounce correctly some key simple words for objects, actions, and numbers	**S2.2.2** sing short, simple songs after listening to a tape	**S3.3.1** describe orally pictures, places, and people in short, simple sentences	**S4.2.3** participate in the singing of simple songs and recitation of simple rhymes after listening to a tape
S1.2.3 ask and respond to some simple questions about persons, objects, and numbers using three or four words	**S2.2.3** repeat short, simple rhymes after listening to a tape	**S3.3.2** present short, simple mini class presentation to the class on a familiar topic	**S4.3.1** deliver a short, simple prepared presentation to the class on a favourite topic
S1.2.4 sing short, simple songs after listening to a tape	**S2.3.1** ask and answer basic, short simple questions	**S3.3.3** sing simple songs with peers after listening to a tape	**S4.3.2** retell a short, simple story
S1.2.5 repeat short, simple rhymes after listening to a tape	**S2.3.2** give and respond to short simple commands and instructions	**S3.3.4** recite simple rhymes with peers after listening to a tape	
S1.3.1 participate in simple short, simple guided exchanges with a peer	**S2.3.3** with a partner, use pictures to make a simple dialogue		
S1.3..2 present letters of the alphabet to the class	**S2.3.4** use learned basic words to describe something in a picture		
S1.3.3 ask for help			

G5	G6	G7	G8
S5.1.1 speak clearly with a reasonable speed and volume **S5.1.2** speak about events that happened in the past **S5.1.3** ask questions and statements in an appropriate tone of voice **S5.2.1** use short sentences to talk with a partner or a small group about familiar situations **S5.2.2** discuss own ideas and those of others about a simple topic **S5.2.3** sing songs and recite rhymes after listening to a tape **S5.3.1** prepare and read aloud with appropriate expression a short, simple passage **S5.3.2** present a short, simple prepared speech of four or five sentences to the class **S5.3.3** describe processes for doing simple tasks **S5.3.4** with a partner, prepare and present a short, simple dialogue to the class	**S6.1.1** speak with pauses for clarity and emphasis **S6.1.2** use correct intonation for questions and statements **S6.2.1** use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations **S6.2.2** discuss simple reading materials to compare own ideas with those of peers **S6.3.1** prepare and read aloud with accuracy, comprehension, and expression a short dramatic passage **S6.3.2** with a partner, prepare and present a simple dialogue to the class **S6.3.3** present a simple prepared speech of four or five sentences to the class **S6.3.4** give feedback about aspects of a peer's speech	**S7.1.1** pronounce words accurately **S7.1.2** use appropriate intonation patterns for different kinds of sentences **S7.2.1** participate in class discussions **S7.2.2** in a small group, discuss reading materials to fill a chart or table **S7.2.3** interview peers in a focused discussion **S7.3.1** use sequencing words to assist the listener when presenting information about a process **S7.3.2** role-play a TV interview **S7.3.3** recite short poems **S7.3.4** summarize the main idea of a simple poem **S7.3.5** make suggestions for the improvement of peers' presentations or written work	**S8.1.1** use appropriate intonation for different kinds of moods **S8.2.1** participate in class discussions with peers and teacher about comparisons and contrasts **S8.2.2** in a small group, discuss a solution to a problem **S8.2.3** interview peers to write a report **S8.3.1** use connecting words to help comprehension of the listener when presenting information **S8.3.2** speak clearly and interact with the audience effectively **S8.3.3** role-play a scene from a play studied in class **S8.3.4** recite orally a simple poem and comment on its theme **S8.3.5** make suggestions for the improvement of the presentations of others

G9	G10	Level One	Level Two
S9.1.1 use recorded material to correct pronunciation of words	**S10.1.1** use dictionaries to check correct pronunciation of words	**SG1.1.1** use online dictionaries with pronunciation function to check correct pronunciation of words	**SG2.1.1** use correct pronunciation observing rhythm and stress when speaking about relevant academic issues
S9.1.2 discuss correct pronunciation of words with peers	**S10.1.2** rehearse oral presentations with peers and get feedback	**SG1.1.2** use an appropriate tone to influence the audience	**SG2.1.2** use grammatically correct language, appropriate to the topic, audience, and purpose
S9.2.1 engage in discussions to exchange ideas about a variety of topics	**S10.2.1** engage in discussions to exchange interests and experiences using meaningful sentences	**SG1.2 .1** take part in a plan-based discussion by defining a position and selecting evidence to support that position	**SG2.2.1** discuss topics from other subjects
S9.2.2 in a small group, sort, organize, and classify data into charts or tables	**S10.2.2** engage in discussions to understand and clarify main ideas	**SG1.2 .2** engage in discussions to understand details about topics in other subjects	**SG2.2.2** support and defend ideas in a forum
S9.2.3 engage in social exchanges	**S10.2.3** interview peers, teachers, family and community members about a variety of topics	**SG1.2 .3** interview speakers of English, if possible, on several topics of interest	**SG2.2.3** interview specialists in other subjects to develop research skills
S9.2.4 interview peers, and family members etc., about a variety of topics	**S10.3.1** use socially appropriate language to participate in debates	**SG1.3.1** defend a position or present information by developing well-organized informational and literary presentations	**SG2.3.1** read a simple well-known speech aloud with expression
S9.3.1 use organizational words to assist the listener when presenting information	**S10.3.2** do a presentation on a topic of personal interest or based on a topic studied in another subject	**SG1.3.2** present evidence clearly and convincingly to support an interpretation of a story or play studied in class	**SG2.3.2** use a well-structured narrative or logical argument to make a short formal presentation on a real-life topic
S9.3.2 make eye contact with audience to interact effectively when presenting own point of view on a topic	**S10.3.3** participate in a performance		
S9.3.3 role-play an issue	**S10.3.4** make suggestions for the improvement of the presentations of peers		
S9.3.4 deliver a simple e-presentation using visual aids or technology			
S9.3.5 recite a favourite English poem and explain choice			
S9.3.6 make suggestions for the improvement of spoken English in the presentations of peers			

Level Three	Level Four	V Level One	V Level Two
SG3.1.1 use and pronounce appropriate academic vocabulary correctly **SG3.1.2** use grammatically correct and appropriate language for audience, purpose, and topic **SG3.2.1** discuss with peers evaluations of presentations done by students of upper basic grades **SG3.2.2** participate in discussions about personal-social or school related topics **SG3.2.3** interview specialists in other subjects to research information for an essay in other subjects **SG3.3.1** assess a formal presentation given by an upper basic grade student by analyzing and critiquing the effectiveness of the speaker's voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery **SG3.3.2** present several topics in other subjects **SG3.3.3** make a short formal presentation on a real-life topic using a well-structured narrative or logical argument **SG3.3.4** read aloud a well-known speech in literature using voice strength, gestures, eye contact… etc.	**SG4.1.1** use grammatically correct and simple language when speaking with upper basic grade students **SG4.1.2** use grammatically correct and appropriate technical language when speaking **SG4.1.3** use literary devices in presentations **SG4.2.1** discuss with upper basic grade students solutions for a problem **SG4.2.2** interview specialists in other subjects to produce academic essays **SG4.3.1** assess a formal presentation done by an upper basic grade student by analyzing and critiquing the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, and delivery **SG4.3.2** present topics from other subjects **SG4.3.3** make a short formal presentation on a real-life topic using a well-structured narrative or logical argument **SG4.3.4** read aloud a well-known speech in literature using voice strength, gestures, eye contact… etc.	**SV1.1.1** use an online dictionary with a pronunciation function to check correct pronunciation of vocationally relevant words **SV1.1.2** create and use a list of vocationally relevant words from job related articles and documents from the Internet **SV1.2.1** discuss realistic job expectations for different vocational positions **SV1.2.2** engage in mock job interviews **SV1.2.3** interview speakers of English, if possible, on vocationally relevant topics **SV1.3.1** do a presentation with a peer on a job related issue **SV1.3.2** create and present orally a list of technical job-related words and expressions and explain their meanings **SV1.3.3** role-play a workplace situation in an area of vocational interest **SV1.4.1** in a small group, produce a media advertisement related to area of interest or vocational study	**SV2.1.1** create a glossary of vocationally relevant words showing their correct pronunciation and meaning **SV2.1.2** use grammatically correct language in a variety of vocationally relevant contexts **SV2.2.1** discuss possible questions when being interviewed for a particular job by a prospective employer **SV2.2.2** discuss conflict resolution strategies in a variety of job-related situations **SV2.2.3** interview speakers of English, if possible, on vocationally relevant topics **SV2.2.4** participate in CMC on topics of vocational interest **SV2.2.5** volunteer and participate in vocationally relevant job situations **SV2.3.1** do a presentation on a job related issue **SV2.3.2** role-play a conflict and its resolution in a workplace situation in an area of vocational interest **SV2.3.3** take part in a variety of well-prepared authentic vocationally relevant presentations to the class **SV2.3.4** in a small group, produce a multi-media presentation describing an area of vocational study

Reading

G1	G2	G3	G4
R1.1.1 recognize letters of the English alphabet **R1.1.2** recognize small and capital letters **R1.1.3** recognize simple words and phrases **R1.2.1** read English from left to right **R1.3.1** show understanding and ability to read out learned simple words about names, objects, actions, and numbers when reading through different activities **R1.3.2** recognize the characters in the reading materials **R1.4.1** use picture clues and illustrations to determine the meaning of basic words **R1.4.2** recognize basic familiar expressions when reading	**R2.1.1** identify all the small and capital letters of the English alphabet **R2.1.2** recognize learned simple words and phrases **R2.1.3** match simple words with their printed form **R2.2.1** show understanding of the new learned words **R2.2.2** use picture clues to predict the meaning of simple words, phrases and short sentences (of three to four words) when reading **R2.2.3** ask questions to understand simple words and phrases **R2.3.1** show understanding of learned basic words, phrases, and short sentences about names, objects, actions, and numbers when reading **R2.3.2** recognize the characters in the reading materials **R2.4.1** demonstrate understanding of basic familiar information when reading **R2.4.2** make connections between illustrations and simple (short) written materials	**R3.1.1** match spoken short, simple words and sentences with print **R3.1.2** recognize familiar short, simple words and phrases **R3.2.1** learn new words through direct instruction and assigned independent language exercises and activities **R3.2.2** recognize the components of compound words to understand their meaning **R3.2.3** infer the meaning of new words through familiar contexts **R3.2.4** use picture clues to make predictions about the content of reading materials **R3.2.5** use knowledge of punctuation to understand what they read **R3.2.6** ask and respond to questions before, during and after reading **R3.3.1** demonstrate understanding of short, simple rhymes and songs **R3.3.2** describe main characters, settings and events in short, simple songs and rhymes **R3.4.1** demonstrate understanding of simple familiar information when reading **R3.4.2** demonstrate understanding of simple familiar instructions when reading	**R4.1.1** distinguish between formal and informal use of some words **R4.2.1** use picture clues to make predictions about content while reading independently **R4.2.2** ask questions while reading **R4.2.3** use punctuation to understand a reading text **R4.2.4** use dictionaries to help understand unfamiliar words in short reading materials **R4.3.1** recognize and name some basic kinds of short, simple reading material **R4.3.2** identify the topic of short, simple poems **R4.3.3** identify main character, settings, and events in short simple stories **R4.3.4** retell or act out the important events in a short, simple narrative **R4.4.1** begin to form simple opinions about characters, events and information in reading materials **R4.4.2** relate English phrases to familiar personal experiences **R4.5.1** find information on a favourite topic

G5	G6	G7	G8
R5.1.1 recognize the use of simple prefixes and suffixes to change the meaning of words	**R6.1.1** use context and direct instruction to understand the meaning of new and unfamiliar words	**R7.1.1** skim and scan authentic reading materials on topics related to prior knowledge or personal interest	**R8.1.1** use context to guess meanings of new words or phrases
R5.2.1 use context and visual clues to predict or identify meaning of unfamiliar words	**R6.1.2** scan simple written materials to preview them for general content before starting to read	**R7.1.2** make use of punctuation to understand reading materials	**R8.1.2** skim and scan reading materials to identify relevant information
R5.2.2 use print or electronic bilingual dictionaries to help understand unfamiliar words in reading materials	**R6.1.3** skim simple written materials for the main ideas	**R7.1.3** use knowledge of prefixes, suffixes and roots to understand the meaning of new and unfamiliar words	**R8.1.3** use knowledge of word parts, foreign origins, and simple derivations to understand the meaning of new words
R5.3.1 distinguish fact from opinion in simple reading materials	**R6.1.4** use knowledge of verb tenses to understand when things happen	**R7.1.4** use print and electronic dictionaries and glossaries to find meanings, pronunciation, and synonyms of words	**R8.1.4** use print and electronic dictionaries and glossaries to confirm word meanings, parts of speech, and clarify meaning
R5.3.2 distinguish cause and effect in simple reading materials	**R6.1.5** use English print or electronic dictionaries and glossaries to help understand unfamiliar words in simple reading materials	**R7.2.1** summarize or paraphrase key ideas in reading materials	**R8.2.1** outline sequence of events or ideas
R5.3.3 explain point of view in simple reading materials	**R6.2.1** distinguish fact from opinion in simple reading materials	**R7.2.2** explain an author's purpose for writing	**R8.2.2** summarize a short document
R5.3.4 draw an illustration based on simple reading materials	**R6.2.2** identify cause and effect in simple and literary reading material	**R7.2.3** explain whether events are believable	**R8.2.3** interpret reading materials by asking and answering questions
R5.4.1 express an opinion based on information from a written source	**R6.2.3** draw conclusions from simple reading materials	**R7.2.4** read (silently or loudly) for a variety of purposes from a friend, news item, etc.	**R8.2.4** assess the value of reading materials
R5.4.2 explain similarities and differences between events in simple reading materials and personal experiences	**R6.2.4** explain an author's point of view in a simple text	**R7.2.5** recommend an interesting book to a peer	**R8.2.5** analyse the content of reading materials in order to make inferences
	R6.2.5 create a mind map/ a chart of the main idea and the supporting details in simple reading materials	**R7.3.1** locate and use facts and opinions to support own ideas	**R8.3.1** show appreciation of texts based on relating new ideas to previous beliefs, values and experiences while reading
	R6.2.6 retell what happens in a simple story	**R7.3.2** identify the moral of events	**R8.3.2** read independently short passages from magazines and newspapers for information and enjoyment
	R6.2.7 read aloud short poems	**R7.3.3** read independently for enjoyment	
	R6.3.1 develop opinions based on information from two simple written sources		
	R6.3.2 explain (with evidence) the motive of a character in a simple story		

G9	G10	Level One	Level Two
R9.1.1 make a list of words that are the same in Arabic and English and share it with peers to build vocabulary **R9.1.2** build vocabulary by visiting a website with a "word of the day" feature **R9.1.3** read silently different types of reading materials for specific purposes **R9.1.4** skim written materials before reading to determine their purpose or the type of the material **R9.1.5** scan reading materials for general information for a project **R9.1.6** use print and electronic dictionaries and glossaries to confirm word meanings, pronunciation, parts of speech, derivations, and clarify shades of meaning **R9.2.1** identify the relationship among facts, ideas, concepts and themes in reading materials **R9.2.2** analyse text content to develop a supported interpretation **R9.2.3** evaluate information in a variety of resources to select materials for personal or school-related purposes **R9.2.4** interpret literary reading materials by asking and answering questions **R9.3.1** explain connections between what they read, personal ideas and beliefs **R9.3.2** read different types of magazine and newspaper articles to obtain information and show enjoyment **R9.3.3** read independently to acquire information on topics related to hobbies and interests	**R10.1.1** use print and electronic dictionaries and glossaries to confirm word meanings, pronunciation, parts of speech, derivations, synonyms, antonyms, and clarify shades of meaning **R10.2.1** identify the main ideas in informational materials and explain how the details support the main idea **R10.2.2** recognize the organizational pattern of a text **R10.2.3** paraphrase information, ideas, opinions and themes in written reading materials about various topics **R10.3.1** read relevant material to get background information on current issues and events **R10.3.2** read various articles and stories for enjoyment **R10.3.3** read functional material for a variety of purposes	**RG1.1.1** read various types of texts silently and take notes for study purposes **RG1.1.2** use context clues to determine the meaning of unknown words **RG1.1.3** use knowledge of stems and affixes to determine the meaning of new vocabulary **RG1.1.4** use syntax clues to understand the meaning of a text **RG1.1.5** make, confirm, and revise predictions based on prior knowledge and evidence from the text **RG1.1.6** scan an exposition for particular information **RG1.1.7** skim an exposition to get the gist **RG1.2.1** identify the characteristics of different forms of text such as narrative, factual, poetic **RG1.2.2** make judgments and draw supported conclusions about ideas in written materials **RG1.2.3** describe information of different types **RG1.3.1** read for enjoyment texts recommended by peers, teachers and family members **RG1.3.2** read functional texts to perform task	**RG2.1.1** read various types of texts silently and distinguish main ideas from supporting details **RG2.1.2** deduce the meaning of some unknown words from context clues **RG2.1.3** use synonyms and similar cognates to paraphrase texts **RG2.2.1** read and understand authentic written English texts on topics of specific or general interest **RG2.2.2** identify different forms of text such as narrative, factual, poetic **RG2.2.3** make judgments and draw conclusions about ideas in written materials on the basis of evidence drawn from other sources **RG2.2.4** analyse information and ideas and draw conclusions about the validity of informational sources **RG2.3.1** make, confirm, and deduce conclusions based on prior knowledge and evidence from the text **RG2.3.2** recognize emotions being expressed (or experienced) when reading a short narrative **RG2.3.3** read functional texts to perform tasks

Level Three	Level Four	V Level One	V Level Two
RG3.1.1 use contextual clues to understand the meaning of texts	**RG4.1.1** use prior knowledge to deduce meaning of words and phrases	**RV1.1.1** read a variety of vocationally relevant materials to build technical vocabulary in an area of specialization	**RV2.1.1** skim and scan for general and specific information from texts, graphs, and charts in an area of vocational interest
RG3.1.2 skim texts to deduce and infer the meaning of the text	**RG4.1.2** make predictions and inferences from the text by citing text based evidence	**RV1.1.2** skim and scan for reading purposes to find general and specific information in texts, graphs and charts	**RV2.1.2** select and use appropriate skills for reading a variety of technical reading materials in an area of vocational interest
RG3.1.3 scan texts for specific purposes	**RG4.2.1** make inferences based on implicit and explicit information and provide justification for inferences	**RV1.1.3** select and use appropriate skills for reading technical reading material	**RV2.1.3** keep (prepare) a word list of specialized words in an area of study
RG3.1.4 explain the role of linking words in a text	**RG4.2.2** paraphrase or summarize main ideas and supporting details in an academic essay	**RV1.2.1** use functional reading materials to understand how to perform a task in vocational areas of interest	**RV2.2.1** explain the uses and effect of technical concepts in an area of vocational interest
RG3.1.5 distinguish between passive and active knowledge of vocabulary	**RG4.2.3** display some comprehension beyond the literal level in familiar texts	**RV1.2.2** read and follow instructions when completing concrete practical tasks	**RV2.2.2** read texts related to areas of vocational interest and explain what they reveal about work in that area
RG3.2.1 agree or disagree with an author's point of view	**RG4.2.4** support personal interpretations of a text with evidence from the text	**RV1.2.3** read literary works to find out more about areas of vocational interest	**RV2.2.3** read and summarize written technical and professional materials related to area of vocational interest
RG3.2.2 summarize and paraphrase main ideas and supporting details in a report	**RG4.3.1** read various texts silently to understand, reinforce or challenge personal views and experiences	**RV1.3.1** make connections between the ideas and information presented in technical papers about an area of vocational interest and prior knowledge	**RV2.2.4** read instructions, credit card or job applications, and timetables to perform everyday life functions
RG3.2.3 read and understand authentic written English texts having to do with topics of general and academic interest	**RG4.3.2** use previous experience, knowledge of current issues, information previously learned to make connections and draw conclusion about what is read		**RV2.3.1** relate new knowledge to previous knowledge about area of vocational interest
RG3.2.4 make inferences based on explicit and implicit information in texts	**RG4.3.3** develop own point of view on a topic after analysing the ideas of different authors		**RV2.3.2** make connections among themes and ideas expressed in various materials based on their personal experiences
RG3.2.5 clarify and develop own points of view by examining the ideas of different authors on the same topic	**RG4.3.4** use personal experience to support an interpretation of a text		
RG3.3.1 use previous experience, knowledge of current issues to challenge ideas in texts			
RG3.3.2 read instructions, credit cards, advertisements, or job applications to participate in daily life situations			

# Writing

G1	G2	G3	G4
W1.1.1 copy English numbers, and capital and small letters correctly **W1.1.2** print the English alphabet and numbers legibly **W1.1.3** print single words neatly **W1.2.1** label objects **W1.2.2** fill in missing letters to complete a word **W1.2.3** fill in missing words to complete a sentence **W1.3.1** write from left to right **W1.3.2** alphabetize by first letter **W1.4.1** spell simple familiar words correctly **W1.4.2** use capital letters for names **W1.5.1** correct the spelling and capitalization of words with teacher assistance	**W2.1.1** print the English alphabet, simple words and phrases, and numbers correctly, legibly, and neatly **W2.1.2** fill in blanks to form basic short sentences and charts **W2.2.1** write basic phrases to describe pictures, objects, people, and activities by choosing appropriate words from a given list **W2.2.2** make simple cards for friends containing English words. **W2.3.1** produce simple groups of related items in a web **W2.4.1** use capital letters for the names of people and places **W2.4.2** use simple single adjectives to describe objects **W2.5.1** revise simple written work using capital and small letters	**W3.1.1** copy short, simple sentences correctly, legibly and neatly **W3.1.2** print short, simple sentences correctly, legibly and neatly **W3.2.1** complete a short, simple letter to a friend **W3.2.2** make simple cards and posters **W3.2.3** write a list of actions **W3.2.4** write a simple description of one's city **W3.3.1** alphabetize a list of simple words **W3.3.2** sequence a simple series of actions **W3.4.1** use and spell correctly learned short, simple vocabulary **W3.4.2** use capital letters for names and when starting a sentence **W3.4.3** use an apostrophe to show simple possession **W3.5.1** correct spelling and use of capital and small letters with the assistance of peers	**W4.1.1** copy capital and small English letters in semi-cursive handwriting **W4.1.2** write English sentences in semi-cursive handwriting correctly, legibly, and neatly **W4.2.1** complete a template of a short, simple letter or an email to a friend **W4.2.2** write answers to short, simple questions on different topics **W4.2.3** produce a poster in English for a school activity **W4.2.4** write a short, simple entry in a learning log **W4.3.1** arrange jumbled sentences into a very short, simple story **W4.3.2** spell correctly learned simple vocabulary **W4.3.3** organize simple information in tables and charts **W4.3.4** arrange jumbled information in simple tables and charts **W4.4.1** use capitalization appropriately **W4.4.2** use end punctuation correctly **W4.4.3** use capital letters for names and when starting a sentence **W4.4.4** identify and write examples of simple words that sound the same **W4.4.5** correct misspelling and use of capitalization, period, question mark and exclamation mark with the assistance of peers and teachers

G5	G6	G7	G8
W5.1.1 locate information using headings and sub-headings in books and magazines	**W6.1.1** locate and use English reference materials found in the classroom and school library	**W7.1.1** locate and use simple English reference materials found in the classroom and school library	**W8.1.1** locate and use simple English reference materials found in the school and library
W5.1.2 conduct keyword searches in English electronic learning materials	**W6.1.2** use table of contents and keyword search to locate specific information in print or electronic sources	**W7.1.2** use the Internet to locate specific information for assignments in English	**W8.1.2** use the Internet to locate specific information and make notes about it
W5.1.3 locate and select suitable electronic greeting cards for different occasions to exchange with friends	**W6.1.3** use organizational features to locate specific information on CD ROMs	**W7.1.3** take notes from resource materials	**W8.1.3** use the Internet to investigate a theme related to personal interests
W5.2.1 write an introductory sentence for a short, simple paragraph that clearly identifies the topic of the paragraph	**W6.2.1** write meaningful sentences and paragraphs using given frameworks such as a substitution table and jumbled sentences	**W7.1.4** summarize information	**W8.1.4** summarize information
		W7.2.1 write multi-paragraph compositions	**W8.2.1** write a short paragraph based on information extracted from a simple map, graph or diagram
		W7.2.2 write short reports	
W5.2.2 write a short, simple descriptive paragraph of four or five sentences	**W6.2.2** write a simple information paragraph of four or five sentences	**W7.2.3** produce 2-3 -paragraphs about a personal experience	**W8.2.2** write a paragraph by expanding notes or answering a series of questions
W5.2.3 write a simple letter or email to a friend	**W6.2.3** write a simple story of short paragraphs following a guided composition process	**W7.2.4** write answers to questions based on reading materials	**W8.2.3** write a short report on the content of a book or short story
W5.2.4 write a short entry in a learning log	**W6.2.4** write a simple letter or email to a friend	**W7.2.5** write a variety of computer-mediated communication (CMC) texts to peers on topics related to study needs	**W8.2.4** write two or three paragraphs based on reading
W5.2.5 with partner, write a short dialogue to present to the class	**W6.2.5** write entries in a learning log	**W7.2.6** translate words from Arabic into English and vice versa	**W8.2.5** fill in forms correctly and neatly, given name, address, date of birth, nationality, religion, and other essential information
W5.3.1 use a model to plan a short, simple descriptive paragraph about a picture or an illustration	**W6.2.6** write a simple short speech of four or five sentences to present to the class	**W7.2.7** create a poster	**W8.2.6** write a short letter which has a specific function
		W7.3.1 use substitution tables or any other given framework to write meaningful paragraphs	
W5.4.1 use and spell correctly learned vocabulary	**W6.3.1** write paragraphs using proper organization	**W7.3.2** organize 2-3 -paragraphs	**W8.2.7** translate short sentences from English into Arabic and vice versa
W5.4.2 check sources for accuracy of information	**W6.3.2** rewrite a paragraph in a simple narrative as required	**W7.3.3** organize paragraphs by sequencing events in a narrative	**W8.3.1** develop 2-3 paragraphs using organizational patterns
W5.4.3 seek advice about appropriate words for specific topics	**W6.4.1** use and spell correctly learned vocabulary	**W7.3.4** create authentic charts and tables of information	**W8.4.1** spell correctly learned vocabulary
		W7.4.1 spell correctly learned vocabulary	
W5.4.4 correct spelling, punctuation with the assistance of peers and teachers	**W6.4.2** vary sentence structure by using simple and compound sentences correctly	**W7.4.2** write dictated material using correct punctuation	**W8.4.2** write dictated material using correct spelling and punctuation
		W7.5.1 correct spelling and punctuation independently	**W8.5.1** edit the writing of a peer for spelling, punctuation, organization, and clarity of meaning
	W6.4.3 write a dictated paragraph using correct punctuation marks	**W7.5.2** review written work for consistent use of voice both independently and with the assistance of peers	

G9	G10	Level One	Level Two
W9.1.1 locate and use English reference materials found in the school and public libraries **W9.1.2** use the Internet to locate specific information and make notes for simple research projects in other subjects **W9.1.3** use the Internet to investigate a theme related to personal interests and school studies **W9.1.4** summarize information **W9.2. 1** write 2-3 paragraphs on different topics **W9.2.2** write a short, informal letter with a specific function **W9.2.3** fill in application forms, giving essential information about one's self **W9.2.4** translate sentences and short paragraphs from Arabic into English and vice versa **W9.3.1** develop 2-3 paragraphs using an organizational pattern such as a series of examples **W9.3.2** organize a simple e-presentation **W9.4.1** spell correctly learned vocabulary **W9.4.2** write dictated material using correct spelling and punctuation **W9.5.1** with a peer, use a spell check and program to edit the writing for spelling and punctuation **W9.5.2** revise own work to enhance the precision, clarity, and artistry of written communications **W9.5.3** edit final drafts of written work for conventions of standard English	**W10.1.1** locate and use English reference materials found in the school and public libraries **W10.1.2** use multiple Internet sources to gain information for oral and written reports on topics related to personal interests and school projects **W10.1.3** interview peers, teacher, family and community members in English about a variety of topics **W10.2.1** write 3 well-developed paragraphs on a topic of general interest **W10.2.2** prepare an e-presentation to demonstrate understanding of a theme or an issue related to literary works **W10.2.3** complete forms **W10.2.4** email others on topics related to study needs and personal interests **W10.2.5** translate short paragraphs from English into Arabic **W10.3.1** transform information from a visual or non-linear to a linear text and vice versa **W10.3.2** organize information into an e-presentation **W10.4.1** write a text dictated at reasonable speed, using correct punctuation marks **W10.4.2** write a paragraph using complex sentences with appropriate subordinating conjunctions **W10.4.3** identify some differences between normal written texts and computer-mediated communication (CMC) texts **W10.5.1** revise own written work and that of peers for clear and coherent text with correct standard of English **W10.5.2** edit and proofread own written work and that of peers to produce clear and coherent texts with correct spelling and punctuation **W10.5.3** use spell check, dictionaries, etc. to edit texts	**WG1.1.1** use multiple Internet sources to gain information for oral and written reports on topics related to personal interests and school projects **WG1.1.2** locate and use print and electronic English reference materials found in the school and public libraries **WG1.1.3** consult FAQs on websites to locate information on specific topics for specific purposes **WG1.2.1** translate informational and literary reading materials from Arabic into English and vice versa **WG1.2.2** produce written responses to analytical comprehension questions related to texts read in class **WG1.2.3** write 3-4 paragraphs explaining a concept **WG1.2.4** complete authentic forms in English **WG1.3.1** organize information to develop a central idea using well-linked paragraphs **WG1.3.2** write well-organized and coherent paragraphs with a topic sentence, supporting sentences, and a concluding sentence **WG1.4.1** produce grammatically correct sentences with an expanded number of coordinate conjunctions **WG1.4.2** write different types of sentences showing different discourse functions **WG1.5.1** review own written work and that of peers for appropriate use of form, style and tone to suit intended purposes and audiences **WG1.5.2** edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage, and grammar	**WG2.1.1** use multiple Internet sources to gain information for written reports on topics related to personal interests and school projects **WG2.1.2** locate and use print and electronic English reference materials found in the school and public libraries **WG2.1.3** use email to contact peers or websites that may have information related to an assignment **WG2.2.1** write a report about an important topic **WG2.2.2** write a job application **WG2.2.3** prepare a multimedia presentation about a topic **WG2.3.1** develop a central idea using 3-4 well-linked and well-developed paragraphs **WG2.3.2** produce essays with effective transitions within and across paragraphs **WG2.4.1** produce grammatically correct complex sentences with an expanded number of subordinate conjunctions **WG2.4.2** produce grammatically correct compound sentences with appropriate conjunctive adverbs **WG2.5.1** revise written work for accuracy, clarity, correctness and coherence with the assistance of peers and teachers

Level Three	Level Four	V Level One	V Level Two
WG3.1.1 use multiple Internet sources to gain information for oral and written reports on a variety of personal and academic topics **WG3.1.2** locate and use print and electronic English reference materials found in the school and public libraries **WG3.1.3** locate an electronic template for a résumé **WG3.2.1** summarize academic texts related to social and academic topics and issues **WG3.2.2** produce well-developed academic essays on a variety of social and academic topics **WG3.2.3** produce a variety of formal authentic texts **WG3.3.1** organize ideas and information in essays logically and creatively to produce clear and interesting writing **WG3.3.2** develop a series of paragraphs using an organizational pattern such as an analogy **WG3.4.1** use and spell complex words correctly **WG3.4.2** use sentences of different structures correctly	**WG4.1.1** locate and use print and electronic English reference materials found in the school and public libraries **WG4.1.2** use multiple Internet sources to gain information for oral and written reports on a variety of academic topics **WG4.1.3** use subject-based diagrams, graphs and charts to locate specific information for a project **WG4.2.1** write a report explaining the value of multimedia in communication **WG4.2.2** produce academic essays on a variety of topics in different subject areas **WG4.2.3** produce a variety of formal authentic business texts **WG4.2.4** use a multimedia presentation to demonstrate understanding of a theme or issue of general interest **WG4.3.1** produce essays which include an introduction, supporting paragraphs, and a conclusion, using transitions within and across paragraphs **WG4.3.2** use features of electronic information to form electronic projects **WG4.4.1** use and spell appropriate academic vocabulary correctly when writing **WG4.4.2** organize and sequence information and ideas logically with appropriate conjunctive adverbs **WG4.4.3** use sentences of different structures correctly	**WV1.1.1** locate and use print and electronic English reference materials found in the school and public libraries **WV1.1.2** conduct research on the Internet to search for multiple sources of information on topics related to their interests and specialized vocational areas **WV1.1.3** search the Internet for a template for a specialized writing forms in vocational areas of interest **WV1.2.1** produce complete sentences using appropriate terminology in vocational areas of interest **WV1.2.2** write short memos, invitations and advertisements related to vocational areas of interest	**WV2.1.1** locate and use a variety of print and electronic English reference materials found in the school and public libraries **WV2.1.2** conduct research on the Internet to search for multiple sources of information on a variety of topics related to their interests and specialized vocational areas **WV2.1.3** search the Internet for templates for a specialized writing forms in an area of vocational interest **WV2.2.1** write various types of business letters related to areas of vocational interest **WV2.2.2** fill in forms of commercial interaction, such as invoices and job application forms related to areas of vocational interest **WV2.2.3** complete dialogues and simulations that reflect professional language and situations related to areas of vocational interest **WV2.2.4** produce ads, essays, reports, news items, dialogues related to areas of vocational interest

Level Three	Level Four	V Level One	V Level Two
WG3.5.1 organize and sequence information and ideas logically with appropriate conjunctive adverbs **WG3.5.3** review, edit and proofread own written work and that of peers to produce final texts with correct standard English: spelling, punctuation, usage, and grammar **WG3.5.4** use electronic spell and grammar check programs to edit final drafts	**WG4.5.1** make a list of organizational patterns and select the best one for a short essay **WG4.5.2** review own written work and that of peers for appropriate use of form, style and tone to suit authentic academic purposes and audiences **WG4.5.3** edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage, and grammar **WG4.5.4** use electronic spell and grammar check programs to edit final drafts	**WV1.2.3** write instructions and directions about a specific task related to vocational areas of interest **WV1.2.4** write notes and short reports to convey information related to vocational areas of interest to specific persons **WV1.2.5** fill in specialized forms and charts required by work related to vocational areas of interest **WV1.2.6** reorganize information in tables, charts, and diagrams into linear texts	**WV2.2.5** translate texts from English into Arabic and vice versa related to areas of vocational interest **WV2.2.6** email others on topics related to their study needs and personal interests **WV2.2.7** use multimedia to design presentations about topics related to areas of vocational interest **WV2.3.1** reorganize information contained in tables, charts, and diagrams into linear texts and vice versa
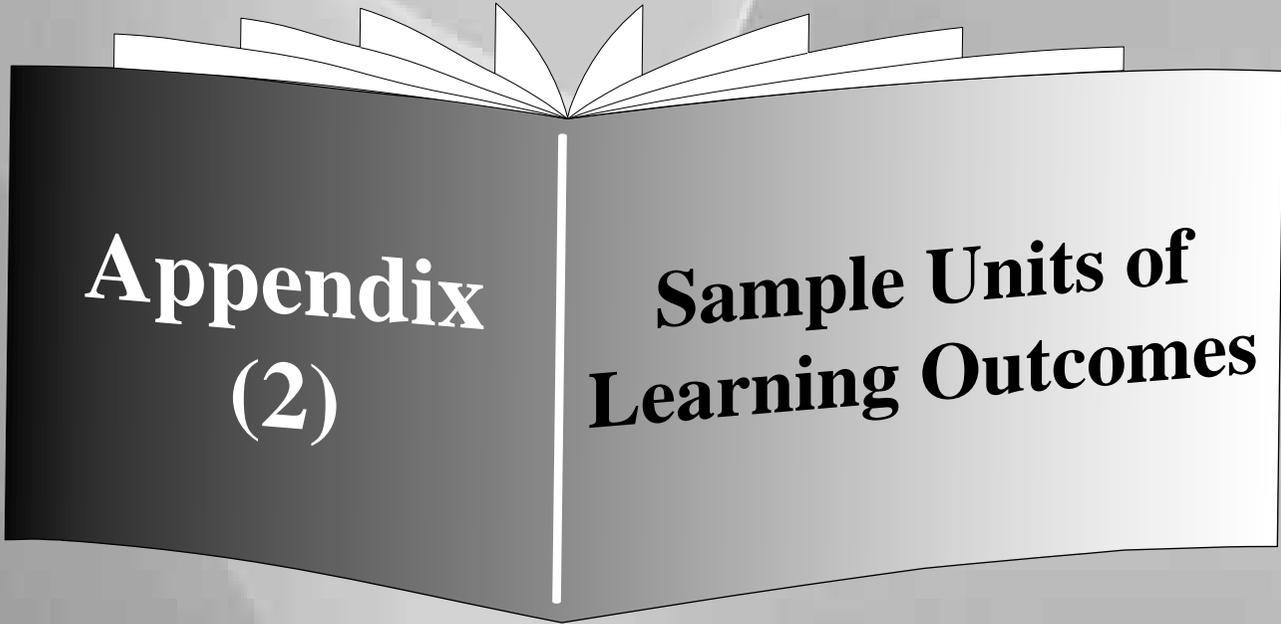
Appendix (2)

Sample Units of Learning Outcomes

GRADES: 5 - 10

Organizers: Listening and Speaking

Learning Outcomes	Suggested Instructional Strategies	Suggested Assessment Strategies	Resources
It is expected that students will: • convey meaning with spoken texts. • listen to and respond to peers in problem-solving activities such as designing the layout, structure, ideas or content in a range of electronic texts.	**Direct Instruction:** Teacher provides directions on how to create web pages. **Activity-based Learning:** Students create web pages and report orally to class or group on progress of picture book, collaborative newspaper project or questionnaire responses. **Problem Solving and Investigation:** Students analyse texts produced by others and contribute own opinions or arguments to aid revision improvement.	**Observation:** Students keep a learning log of their progress on a software listening text. **Performance:** Teacher creates a rating scale with students to evaluate web pages. Oral reports are evaluated with a checklist developed by the teacher and students	• CDs • Internet • Textbooks • Cassettes

Organizers: Speaking

Learning Outcomes	Suggested Instructional Strategies	Suggested Assessment Strategies	Resources
It is expected that students will: • be able to express himself/ herself fluently. • be able to communicate with native speakers, his/ her teacher, colleagues and parents. • produce all the phonological sounds in language system.	**Direct Instruction:** through flash cards/ wall pictures, practice & drill work from a textbook worksheets question & answer, role-plays, oral chatting-demonstration & seminar through the Internet. **Activity-based Learning:** Introduce a situation where students are to interact with each other (simulation) and resolve a problem. **Group Learning:** Teacher chooses one student from each group to act the role of the guest. Other students in each group are to communicate with him/her on teacher selected problems	**Observation:** Teacher assesses student interaction through a checklist **Reflection:** Students talk about their experience with the guest **Pencil and Paper**: Presentations are evaluated by a rubric created by the students and teacher with specific criteria.	• textbooks • flash cards • wall pictures • Internet • cassette recorders • T.V. • video

Organizer: Reading

| Learning Outcomes	Suggested Instructional Strategies	Suggested Assessment Strategies	Resources
It is expected that students will: • comprehend short texts and carry out reading activities. Examples: - answering questions - filling in the blanks - completion - matching - write opinion(s)	**Direct Instruction:** After utilizing the textbook, the teacher directs the students to use CDs to find short texts on a specific topic. **Activity-based Learning:** Students read the texts taken from the CDs and summarize them. **Activity-based Learning:** Student groups complete activities (filling in blanks, sentence completion, opinions, matching correct responses, etc) using worksheets. **Problem Solving and Investigation:** Students investigate problems in the text, gather more information/ data, and relate it to real life situations.	**Observation:** Teacher assesses students by observing them and making contributions to the group **Performance:** Students prepare short presentations on problems from the text and its relation to real life situations. Presentations are evaluated by teacher using a class developed rubric **Reflection:** Students self-assess their work individually and in groups by using learning logs and checklists.	• Textbook • Educational CDs.

Organizer: Reading

Learning Outcomes	Suggested Instructional Strategies	Suggested Assessment Strategies	Resources
It is expected that students will: • talk about the main ideas in a written e-text • elaborate on the main themes of each paragraph • evaluate the style of the text	**Direct Instruction:** Teacher provides a set of questions related to the topic. Students are instructed to open their PCs, click the file text (e.g. weather), and read the text silently. **Activity-based Learning:** Students use various techniques to explain the meanings of the underlined words: - answer the questions using full sentences - reorganize the answers to form a paragraph. **Critical Thinking**: Students rewrite the paragraph expressing their point of view.	**Observation**: Students self-assess their answers in groups/pairs. Teacher assesses using observation/ prepared checklist. **Performance:** Students click the underlined words to make sure that their answers match the pictures that appear. The first student in the group passes the first sentence to the second student & so on… The leader of the group reads the whole sentences. Then he/ she presents orally the main ideas. All groups/pairs do the same. Students discuss orally, summarize, take notes, participate in a debate, discuss the writer's tone and attitude and relate the content to their daily life, etc..	• E-text • PC • Books • Articles • Journals • Newspapers • Reports related to the topic

Organizer: (Guided) Writing

Learning Outcomes	Suggested Instructional Strategies	Suggested Assessment Strategies	Resources
It is expected that students will: • write a paragraph following a specific model; Examples: - a letter, - a poem, - a short story - instructions - directions - dialogue	**Direct Instruction:** Teacher introduces a sample of a target model on a poster, and comments on the topic and structure. **Group Learning:** Teacher presents more examples and asks student groups to identify common features. Teacher erases a related group of lexical items and asks students to replace them. **Activity-based Learning:** Students work individually and write their topics using PCs.	**Self assessment:** Students edit their writing and modify as required using a checklist prepared by the teacher. **Peer assessment:** Students exchange writings and give comments. **Presentation- rubric:** Students present their writing …. and teacher comments and assesses against pre-described criteria in a rubric: - quality of ideas - understanding of writing form - written expression - grammar, spelling, punctuation	• PCs • Poster • Notebooks
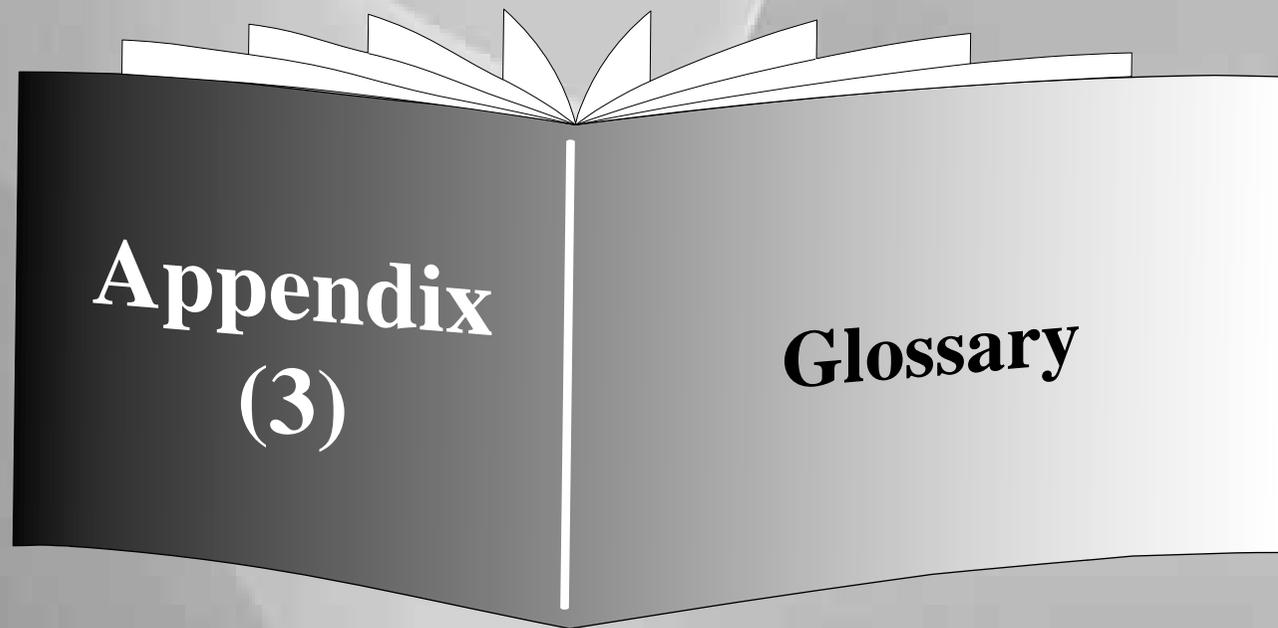
Appendix (3)

Glossary

Glossary

Active listening skills: Active listening skills include: facing the speaker, being attentive to the tone and gestures of the speaker, asking questions, and taking notes.

Active vocabulary (productive): Active vocabulary are words that learners understand and use in speaking or writing. *cf. passive vocabulary*

Accuracy: The use of language in a way that is normally considered correct and acceptable by native speakers.

Alliteration: Alliteration is a literary device in which two or more adjacent words, or words near each other, begin with the same letter or sound (e.g., beat, the big bass drum).

Analogy: An analogy makes a comparison between two similar things and is usually used to explain something complex in terms of something simple (e.g., sound waves explained in terms of waves in water).

Antonym: An antonym is a word that has the opposite meaning of another word (e.g., small and large).

Assonance: A literary device in which two or more adjacent words, or words near each other, repeat the same vowel sound (e.g., the wind howled and bawled over the land).

Authentic texts and contexts: Although school is for the most part an artificial learning environment, students are acquiring knowledge and skills to use in the real world. The more "authentic" the learning, the easier it will be to transfer it to real-world contexts (e.g., newspaper items, magazine articles, tapes of natural speech taken from actual radio or T.V. programmes).

Basic, short, simple, familiar, unfamiliar words, sentences, paragraphs, contexts: These words are used to describe gradations of complexity in the outcomes.

Cause and effect: The organization of information in terms of one thing leading to another or one thing being the result of another.

Clarity: Clarity refers to whether information and ideas are expressed clearly.

Classroom controlled or guided contexts: In the early stages of learning a foreign language, students benefit from using the new language under controlled and guided conditions. Later, students can use the language in more "**authentic**" contexts.

(CMC) Computer-mediated communication: learner's communication via ICT (e.g., emails, chat rooms, text messaging.)

Coherence: Coherence refers to the underlying connectedness relationship between or among information and ideas.

Comparison and contrast: Comparisons show similarities and differences between two things or processes; contrasts show only differences.

Completeness: Completeness refers to whether a topic has been fully and adequately explained.

Consonance: A literary device in which two or more adjacent words, or words near each other, repeat the same consonant letter or sound (e.g., the tiny tot sat in the tub).

Context: Context refers to the situation in which language is used. Students are expected to use English a variety of social, vocational, and academic contexts.

Correctness: Correctness refers to the accurate and standard use of English spelling, punctuation, grammar, and usage. Students are taught British usage in the textbooks. However, when there is a difference between American and British spelling and/or usage, both should be accepted as correct in Jordan schools.

Cursive: In cursive writing, letters are connected to one another on the page as opposed to being presented as individual printed letters.

Deductive reasoning: Deductive reasoning develops from the general to the specific (e.g., Because the Noble Qur'an tells us to worship God, one concludes that it is good to worship God.)

Derivation: The derivation of a word refers to the origin of the word (e.g., the English word "table" derives from the Latin word "tabula").

Description/descriptive: A description describes events, processes or states. Descriptive writing usually uses adjectives language.

Dialogue: A dialogue is a script or exchange of language between two participants.

Electronic dictionaries: Electronic dictionaries are dictionaries on the Internet or on a CD Rom. A student types a word into a field in an electronic dictionary to find the definition of the word.

E-presentation: A presentation using electronic equipment or software such as Microsoft PowerPoint.

Explicit, implicit meanings: Explicit meanings are directly stated in the text; implicit meanings are indirectly stated in the text and must be inferred.

FAQs: FAQ refers to Frequently Asked Questions. Most websites provide answers to FAQs. It is a good place to start finding information about the

topic, service or product the website is about.

Fluency: Fluency refers to the ease with which a person can use language to communicate clearly and correctly.

Formal: The language used in business and academic oral and written contexts is called formal. Formal language tends to use more complex grammar and more conservative vocabulary.

Glossary: A glossary provides the definition of a list of words in a book or document.

Guided contexts: In the early stages of learning a foreign language, students benefit from using the new language under controlled and then guided conditions. Later, students can use the language in more "**authentic**" contexts.

Homonym: Homonyms are words that have the same sound, but different meanings (e.g., sees, seize, seas).

Humour: Humour refers to ideas that are amusing or light-hearted in tone.

Idiom: An idiom is a phrase which has a meaning that is commonly understood by native speakers, but whose meaning is often different from the normal meaning of the words.

Inductive reasoning: Inductive reasoning develops from the specific to the general (e.g., Because it rarely rains in Jordan in the summer time, one concludes that water collection in the winter is necessary.) See also **Deductive reasoning**.

ICT: ICT stands for Information and Communication Technology.

Inflection: Inflection refers to the way in which words change, often by change in ending (e.g., to show differences in tense or number: worked, flowers).

Informal: The language used in conversation or in emails is usually informal. Informal language tends to use simple grammar and everyday vocabulary. See also **formal**.

Informational texts are primarily used to provide information. Labels, brochures, catalog reports, and essays are included in this category.

Intonation: Intonation refers to changes in the tone of the voice to convey meaning. Intonation distinguishes questions from statements (e.g., Sure? Sure!).

Listening: People listen in a variety of social and academic contexts. Good listeners employ active listening skills. These skills can be taught to students so that they will be good listeners. (See also **Active listening skills**)

Literary texts: are primarily used to teach, entertain and inspire. Stories, plays, and poems are included in this category.

Media: In secondary Advanced and Vocational EFL programs, students are asked to listen to and produce media products. In today's world, these are essential means of using English to acquire knowledge and communicate ideas.

Metaphor: A metaphor is a figure of speech that implies a comparison (e.g., the moon floated in the sky).

Narrative: A narrative presents information as a series of events or story.

Onomatopoeia: Onomatopoeia is a figure of speech in which the words sound like what they mean (e.g., the clip clop of hooves clanged on the rocks).

Organization: One organizes information and ideas in words, sentences, and paragraphs in a way that helps the reader better understand the content. In general, organization requires a beginning, middle, and end. The organization usually has a reasonable or logical pattern. Some of the most common patterns are narrative, a series of examples, cause and effect, and comparison and contrast.

Passive vocabulary (receptive): Passive vocabulary are words that learners understand but don't use yet. *cf. active vocabulary*

Personal, social, vocational, academic contexts: These are different kinds of authentic contexts

Pictionary: A pictionary is a dictionary that uses pictures to define words.

Plagiarism: Plagiarism is the use of another's ideas or words as if they were your own. Sources of ideas and quoted words must be acknowledged by footnotes and quotation marks when used in your written work.

Prefix: A prefix is a syllable added to the beginning of a word to change its meaning (e.g., "unhappy", "supermarket").

Print: To write (letters or words) in characters similar to those commonly used in print (e.g., electronic printers).

Reading: Reading is defined as the process of actively making meaning across a variety of informational and literary texts.

Reading strategies: Good readers use a variety of strategies to ensure accurate comprehension. These strategies can be taught to students and students can consciously select and use them to construct meaning from a variety of texts.

Rehearsal: A rehearsal is a practice for a presentation or performance. Students should have an opportunity to rehearse before any presentation.

Research: Students do research for many reasons including expanding their

understanding, building their vocabulary, and gathering information and ideas for projects and written work. Sources for research include <u>print</u> materials (e.g., books, dictionaries, magazines) and <u>electronic</u> materials (e.g., the Internet, CD ROMs). This curriculum expects students to use a wide range of resources when conducting research for a wide variety of purposes.

Response to reading: A reader responds to the text when he or she extends the meaning of a text by interpreting it or making connections between ideas in the text and his or her own ideas and experience.

Résumé: A **résumé** is a document that lists a person's work**,** experience, skills, and educational background.

Rhyme: When words at the end of lines of poetry have the same sound so that they work together to produce an effect, the poem has a rhyme.

Rhythm: Rhythm is a regular sound beat or pattern in poetry created by a combination of stressed and unstressed syllables.

Root word: A root word is a word to which **prefixes** and **suffixes** may be added to make other words (e.g., "clear" in un<u>clear</u>, <u>clearly</u>, <u>cleared</u>).

Scan: The reader looks over a text very quickly, trying to find information by locating a keyword.

Sentence purposes: Sentences are classified by purpose: declarative (statements such as "Amman is the capital of Jordan."), interrogative (questions such as ("Where is Petra?"), exclamatory (exclamations such as "Oh, how beautiful is life in the Jordan Valley!") imperative (commands "Do your homework.").

Sentence types: Sentences are classified by type: simple (one independent clause such as "We drove form Irbid to Jerash."), compound (two or more independent clauses such as "We were tired, but we went to see my father anyway."), complex (one independent clause and one or more dependent clauses such as "When it rains, I thank God."), compound-complex (more than one independent clause and one or more dependent clauses "After the Hajj, many pilgrims travelled through Jordan and many of them bought souvenirs.").

Show and tell is a term used to describe presentations by students on familiar topics. The students "show" something (e.g., a favorite toy) and "tell" the class about it.

Simile: A simile is a figure of speech that makes an explicit comparison of two things using "like" or "as" (e.g., works like a horse, strong as an ox).

Simulation: A simulation is an imaginary or pretend experience of a real-life experience.

Skim: The reader looks over a text to get an initial overview of the subject matter and the main ideas of a passage.

Slang: Slang is very informal or colloquial language. It is often ungrammatical or rude. Slang words change very quickly in English.

Speaking: Speaking is the process of communicating orally.

Style: Style in a piece of writing is created by the choice of words and decisions about arranging the words. Certain kinds of writing require a certain style (e.g., the formal style of a business letter). Certain authors have a particular style that is identified with their writing (e.g., the plain language style of Ernest Hemingway).

Suffix: A suffix is a syllable added to the ending of a word to change its meaning (e.g., from present to past – "walk<u>ed</u>", from singular to plural "bird<u>s</u>", from verb to noun "walk<u>er</u>" or from noun to adjective "nation<u>al</u>").

Summary: A summary is a short version of an original text which contains the overall meaning and main points of the original.

Synonym: A synonym is a word that has a similar meaning to another word (e.g., small and tiny). See also **Antonym**.

Templates: Templates are predetermined formats for a variety of written and presentation forms (e.g., letters, charts, presentation software).

Text: A text is a group of written, spoken, or electronic words (and images) that communicate information and ideas (e.g., a report, a novel).

Text messages are written communications on mobiles. Text messaging is a very popular and relatively inexpensive means of electronic communication. Most students who have access to a mobile can use this function.

Thesis statement: The thesis statement tells the reader of your report or essay the main idea of your written work. It tells the reader what you are writing about (your topic) and what you are saying about it (your thesis).

Wizards: guides for users of electronic programs (e.g., word-processing and presentation software).

Writing: Writing is defined as the process of communicating by means of written words.

Helpful Websites and References for Teachers of English

British Columbia Ministry of Education: English as a Second Language Curriculum
http://www.bced.gov.bc.ca/esl/

California Department of Education
http://www.cde.ca.gov/be/st/ss/engmain.asp

Dave's ESL Café:
http://www.eslcafe.com

International Teacher Training Organization:
http://www.TeflCertificateCourses.com

Kansas State Board of Education
http://www.ksde.org/sfp/esol/contentpg.htm

Massachusetts Department of Education: Framework for Language
http://www.doe.mass.edu/frameworks/ela/0601.pdf

Mississippi Curriculum
http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/outline.html

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs:
http://www.ecs.org/html/Document.asp?chouseid=2965

North Carolina Department of Public Instruction:
http://www.dpi.state.nc.us/curriculum/languagearts/1999/appendixE.html

Ontario Ministry of Education Elementary English Curriculum
http://www.edu.gov.on.ca/eng/document/curricul/elemcurric.html
http://www.edu.gov.on.ca/eng/document/curricul/esl18.pdf

Ontario Ministry of Education and Training: Correctional Worker Curriculum
http://www.edu.gov.on.ca/eng/general/college/progstan/humserv/correct.html#vocational1

Pennsylvania Department of Education: Academic Strands for Reading, Writing, Speaking and Listening
http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf

TEOSL:
http://esl.about.com/msub18.htm

Texas Education Agency
http://www.tea.state.tx.us/curriculum/rla.html

The Office of Superintendent of Public Instruction for Washington State
http://www.k12.wa.us/curriculumInstruct/reading/default.aspx
http://www.k12.wa.us/CurriculumInstruct/Writing/default.aspx
http://www.k12.wa.us/CurriculumInstruct/Communications/default.aspx

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General Guidelines and Curricula for the Secondary Education Stage: Comprehensive and Applied. prepared by The English Language National Team, General Directorate of Curricula and Educational Technology, Ministry of Education, Jordan, 1993.

General Guidelines and Curricula for the Basic and Secondary Stages. prepared by The English Language National Team, Curricula and School Textbooks Administration, Ministry of Education, Jordan, 2002.

تمَّ بحمد الله