



State of Kuwait
Ministry of Education
ELT General Supervision

ELT General Goals & Objectives

Primary Stage

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Primary Stage

VI

Benchmarks

Benchmarks in education are statements of points along the path toward learning a new skill or set of skills . They can provide a basis for tracking progress and marking achievement of identified standards or goals . Benchmarks serve as content and /or performance markers for all students relative to a particular standard or goal . Not all learners, however, are expected to meet all benchmarks at the same time or in the same way.

The benchmarks of teaching English at the primary stage are based on the philosophy of teaching English in Kuwait, and, thus, are derived from the General Goals of ELT in the country. At this stage, teaching English aims to introduce learners to the basics of the language, and tune their ears to the English sound system. The purpose of this is to help them establish a new system, and use it as another means of communication through practicing the four language skills (listening, speaking , reading and writing)

Teaching English at the Primary Stage takes into account the general goals of education in Kuwait and emphasizes :

- *Pride in Islam.*
- *Love and patriotism to Kuwait.*
- *Appreciation of Arab values , traditions and culture .*
- *Correlation to other school subjects.*

Grade One Benchmarks:

By the end of grade one, pupils should have achieved the following benchmarks:

Listening Skills

- Listen to and replicate the sound patterns and intonations of the English language.
- Listen attentively to the teacher , the CD and other pupils in order to gain

Information

- Listen and demonstrate the ability to order, match and interpret events and actions.
- Listen to acquire and use new structures
- Listen to and acquire high frequency language items, functions, words and simple sentences.
- Complete pre-listening, listening and post listening tasks and activities.

Speaking Skills

- Use intonation patterns which are appropriate for the situation
- Use a variety of verbal and non-verbal communication
- Demonstrate the ability to speak in a variety of situations
- Use Grade 1 vocabulary appropriately
- Use standard conventions in spoken English

Reading Skills

- Use phonic awareness to understand the relationship between sounds and their symbols
- Use phonemic awareness to identify initial and final sounds in words
- Use phonemic awareness to identify , blend and segment phonemes in words
- Recognize phonemes in words
- Use phonics to decode words while reading
- Read simple (CVC)words through phonic practice
- Be able to identify new lexical items
- Use multiple resources to learn new vocabulary
- Identify that all printed matter carries a message
- Prepare to start reading a text by using pre-reading strategies
- Demonstrate the ability to use while-reading strategies in order to comprehend a text
- Read simple structural patterns
- Demonstrate a knowledge of the structure of a text
- Comprehend simple structures and language functions while reading
- Comprehend a wide range of reading material
- Identify the purpose of reading a variety of texts
- Demonstrate the ability to read Grade 1 texts aloud with fluency and clarity

Writing Skills

- Develop motor skills
- Control hands while writing
- Demonstrate the ability to move hands from left to right (orientation)
- Identify the relationship between sounds and their symbols while tracing or writing letters
- Trace and copy symbols, letters, simple words and simple sentences

- Acquire and apply phonic skills in adding missing letters in words
- Demonstrate an understanding of the relationship between sounds and their symbols
- Use punctuation marks correctly when writing
- Understand the features of a simple -sentence when writing
- Demonstrate the ability to predict and sequence events in a picture story
- Observe, analyse and organise material
- Demonstrate the ability to provide information
- Recognize the concept of numbers
- Demonstrate aesthetic appreciation

Culture

- Develop cultural identity
- Identify patterns of social behaviour and interactions in a variety of everyday settings
- Identify gestures for greetings and leave-taking that are culturally appropriate.

Grade Two Benchmarks

By the end of grade two, pupils should have achieved the following benchmarks:

Listening Skills

- Listen to and replicate the sound patterns and intonation of the English language.
- Demonstrate the ability to listen attentively to the teacher, CD and other pupils in order to gain information.
- Listen and demonstrate the ability to order, match,, and interpret events and actions
- Listen and demonstrate the ability to comprehend and use new structures.
- Listen and demonstrate the ability to comprehend high frequency language items, functions and new vocabulary.
- Complete pre-listening, while-listening and post listening tasks.

Speaking Skills

- Use intonation patterns, which are appropriate for the situation.
- Use a variety of verbal and non-verbal communication.
- Demonstrate the ability to speak in a variety of situations.
- Use Grade 2 vocabulary appropriately.
- Use standard conventions in spoken English.
- Demonstrate the ability to participate effectively in group discussions.

- Demonstrate the ability to provide information in an organised and coherent way.

Reading Skills

- Use phonemic awareness to identify, blend and segment phonemes in words
- Blend and segment sounds of simple words
- Use phonic awareness to understand sound /symbol relationships
- Identify words of short and long vowel sounds
- Use phonics to decode new words while reading
- Demonstrate the ability to recognise phonemes in words in order to read words in context
- Read simple words on their own
- Read high-frequency words
- Read simple sentences correctly
- Comprehend simple language functions and structures while reading
- Demonstrate the ability to learn new vocabulary through reading
- Use structural analysis and context clues to determine the meaning of new words
- Use multiple resources in order to learn new vocabulary
- Read simple and short dialogues
- Read words to fill in the gaps in sentences
- Recognize some words by sight
- Read decodable stories :simple texts containing familiar letter-sound correspondences and high-frequency words
- Read and follow text with finger, pointing to each word
- Identify that all printed matter carries a message
- Match words and sentences with pictures
- Read and identify words by sorting them from within basic categories
- Prepare to start reading a text by using pre-reading strategies
- Demonstrate the ability to use while-reading strategies in order to comprehend a text
- Complete post reading tasks in order to ensure comprehension
- Comprehend a wide range of reading material
- Identify the purpose of reading a variety of texts
- Demonstrate the ability to read Grade 2 texts aloud with fluency and clarity

- Decode new words

Writing Skills

- Develop motor skills
- Control hands while writing
- Demonstrate an understanding of sound /symbol relationships
- Write the missing letters in words)including digraphs and clusters (on hearing them or seeing a picture
- Write the upper-case letters of the alphabet
- Write rhyming words following a phonic pattern .
- Blend onsets and rhymes in writing
- Use phonics and other spelling strategies to write accurately
- Use punctuation marks and capitalization correctly in writing
- Write simple words on their own
- Understand the features of a simple sentence when writing .
- Use standard English grammar in writing
- Demonstrate the ability to predict and sequence events in a picture story
- Label pictures
- Use words correctly in context
- Copy words and sentences
- Complete exchanges in a mini -dialogue
- Fill in missing words in a short paragraph
- Reorder words to form meaningful sentences
- Observe , analyse and organize material
- Demonstrate the ability to provide information
- Recognize the concept of numbers
- Demonstrate aesthetic appreciation
- Prepare to start writing by gathering and organizing information and ideas

culture

- Develop cultural identity
- Identify patterns of cultural behaviour and interactions in a variety of everyday settings
- Identify gestures for greetings and leave-taking that are culturally appropriate.

Grade Three Benchmarks

By the end of grade three, pupils should have achieved the following benchmarks:

Listening Skills

- Develop the ability to apply skills and strategies for listening to information from different sources and speakers in a variety of situations .
- Listen attentively in order to acquire, comprehend, interpret and transmit information .
- Listen and respond to instructions in order to complete a variety of tasks .
- Apply skills and strategies before, during and after listening in order to build up comprehension of a listening text .

Speaking Skills

- Speak clearly, confidently, fluently and accurately on a variety of topics in varied situations for different audiences and purposes .
- Use differing voice levels, phrasing and intonation when speaking in a variety of situations .
- Learn the vocabulary, structures and grammar of spoken standard English and demonstrate the ability to use them fluently and accurately .

Reading Skills

- Read a range of fiction and non-fiction texts with fluency and accuracy applying various reading skills and strategies in order to read for information, comprehension, interpretation, analysis and evaluation .
- Use phonological and phonemic awareness in order to read with understanding and fluency .
- Use phonemic awareness in order to read and write with understanding and fluency (built on previously taught material in Grades 1 and 2)
- Show the ability to understand how grammatical features of the English language affect meaning .
- Use word analysis and vocabulary skills to increase reading comprehension and fluency .
- Use the general skills and strategies of the reading process to read and understand a variety of grade level texts.
- Read and comprehend fiction and non-fiction grade level texts for a variety of purposes .

Writing Skills

- Communicate in clear and appropriate written English for a variety of purposes and audiences in various written forms and genres .
- Complete writing tasks in order to demonstrate understanding of language structures, punctuation and vocabulary
- Practise developing a legible style of handwriting, including writing in cursive script .
- Learn to use a variety of spelling strategies in order to spell words individually and in context .

- Complete writing tasks in order to demonstrate understanding with the correct use of various language structures, punctuation and vocabulary .
- Learn to use basic mathematical and artistic concepts, reasoning, sequencing, classifying, analysing and problem-solving skills in the production of a variety of writing tasks, both individually and in groups .
- Produce well-organised fiction and non-fiction graded compositions of different types for a variety of different purposes using the writing process.
- Produce guided and free writing through a variety of graded writing activities.

Grade Four Benchmarks

By the end of grade four, pupils should have achieved the following benchmarks:

Listening skills

- Discriminate between different sounds to develop sound spelling strategies.
- Listen to rhymes and songs to recognize linguistic aspects (rhyming words /structures /vocabulary)
- Listen to the lesson story while tracking print (pictures or text)
- Guess meaning of new words in a listening text.
- Listen and respond to teacher and peers reading aloud.
- Respond to aural instructions and oral commands
- Listen to match dialogues with their speech bubbles .
- Listen and sequence actions with the help of guide pictures
- Listen and identify tenses (simple present, simple past, present for habitual action, present continuous, past continuous, going to, must/mustn't)
- Recognize adjectives and adverbs of frequency.
- Identify regular comparatives and superlatives.
- Recognize time markers to sequence action.
- Listen to locate expressions of greetings, likes and dislikes, gratitude and apology etc..
- Listen and respond to short dialogues.
- Listen and look for correct information.
- Listen and complete.
- Listen and read.
- Demonstrate ability to comprehend high frequency expressions, functions and new vocabulary through listening.

Speaking Skills

- Use correct intonation when making declarative, interrogative and affirmative statements .
- Use correct intonation when expressing likes and dislikes, approval and disapproval, making suggestions, and stating an opinion
- Speak clearly at an understandable pace.
- Use language functions appropriately.
- Describe pictures, characters, objects, events and actions
- Talk about topics learned "jobs, health, environment, personal life, travelling .etc .
- Demonstrate ability to use level appropriate vocabulary.
- Use sequencers (first, second, next, finally)to talk about order of events.
- Use specific vocabulary appropriate to the situation.
- Use simple sentences to communicate orally.
- Use appropriate tenses (simple present, simple past, present continuous, imperative, like **+ing** form, future using **ing** form, modal can/can't, prepositions of movement, modal must/mustn't, shall for suggestions).
- Participate in a dialogues
- Participate in role-playing situations.
- Share ideas and information to complete a group project.
- Retell events in sequential order.
- Recite rhymes and songs.
- Ask relevant questions.
- Communicate information.
- Talk about an aural picture story.

Reading Skills

- Use common word patterns and spelling strategies to decode and read words in context.
- Recognize and read high frequency words and expressions in context.
- Read vocabulary taught in context.
- Use knowledge of word order syntax (and context to read words.
- Recognize that print appears in different forms (labels, signs, pictures, sentences, books)
- Recognize the distinguishing features of a sentence (capitalization, full stops & question marks)
- Locate high frequency expressions and functions .

- Determine the meaning for a variety of grade-level words related to topics taught (health, special occasions, animals and insects, weekends, science, environment, countries and languages, traveling, etc) .
- Use context clues (pictures) to determine the meaning. of words.
- Use situational context to determine meaning of words.
- Identify meanings of words using the root word and known endings
- Determine the meaning of words by sorting common words from within basic categories.
- Recognize that (illustrations, tables, information grids, pictures)carry messages .
- Locate specific information from picture stories.
- Guess the main topic of the text using picture clues.
- Order text and pictures to find the sequence of events in the story.
- Answer questions about essential elements of the text)Who, what, where, when, how(
- Generate an alternative ending for the story.
- Read narrative and informational text.
- Read about Kuwait and its culture.
- Read text that enhances student's pride in Islam.
- Identify information about other cultures.
- Relate personal experience to story character's experience, language, country and culture .
- Locate some Arab countries on a map.
- Derive information from a narrative text.
- Read and follow directions to perform a variety of tasks.
- Read grade-level text with appropriate pacing, intonation and expression relevant to the text.

Writing Skills

- Produce legible texts in cursive handwriting.
- Use spelling rules to assist in spelling words individually and in a text.
- Spell words with both regular and irregular forms using visualization methods (say, look, cover, write, check)
- Use rules of capitalization correctly.
- Complete sentences using information from a text.
- Complete sentences related to /with the help of pictures.
- Reorder sentences to form a meaningful paragraph /story .
- Complete sentences selecting appropriate adjectives, verbs and correct word usage.

- Use nouns, verbs, pronouns, adjectives and adverbs of frequency in writing.
- Identify and correctly use subject/verb agreement, simple past, present and future verbs when writing.
- Write about order of events using sequencers(first, next, then, finally)
- Demonstrate an understanding of using comparatives and superlatives when writing.
- Rearrange a simple text.
- Finish a story /write an ending of a story (age appropriate)
- Draw a flowchart to sequence actions / .events
- Classify words alphabetically.
- Describe actions, characters and setting.
- Recognize the concept of numbers through sequencing.
- Create legible and readable writing tasks using conventional margins and correct spacing between letters and words in sentences.
- Organize ideas using graphic organizers (template provided) utilizing pictures , words and sentences.
- Select appropriate verbs and precise language to describe, narrate and convey meaning.
- Produce guided imaginary stories (template provided)
- Produce guided personal writing (diaries, notes, e-mails, family stories)
- Produce guided functional texts (charts, grids, graphs)based on observation .
- Produce 4-5 guided individual and group projects including a story-writing project.

Grade Five Benchmarks

By the end of grade five, pupils should have achieved the following benchmarks:

Listening skills

- Discriminate between different sounds to develop sound spelling strategies.
- Recognize pitch and intonation appropriate to situation.
- Listen to recognize linguistic aspects (rhyming words /structures /vocabulary)
- Listen to the lesson story and read while tracking print.
- Listen for specific information (aural comprehension skills)
- Listen for detailed information in order to complete sentences
- Listen and fill in information
- Listen and draw or complete a flow chart (age appropriate)
- Listen and complete information in a tables.

- Identify tenses (simple present, simple past, simple past passive, future intention, present perfect tense, present simple process, present continuous)
- Recognize sentence connectors (and/but /or), and conjunctions
- Recognize prepositions of place)in/under/on /behind /between /close to /in front of /inside /outside (etc....
- Listen to expressions of commands, requests, suggestions (shall we), appreciation, obligation (have to)
- Listen and respond to short dialogues.
- listen and respond to the lesson story.
- Listen and identify key words in different contexts.
- Identify meaning of words in a listening text.
- Listen and look for correct information.
- Listen and take notes (.age appropriate)
- Listen and order information .
- Listen and read.

Speaking Skills

- Use correct intonation when making declarative, interrogative and affirmative statements.
- Use correct intonation when making suggestions, giving advice ,apologizing , guessing and expressing surprise , etc
- Speak according to accepted rules of pronunciation.
- Speak clearly and correctly at understandable pace.
- Use culturally accepted gestures appropriate for the situation.
- Perform a question and answer dialogue.
- Sing along with songs.
- Use language functions appropriately.
- Talk about oneself and others.
- Describe pictures, people, objects, events and places
- Give directions and instructions.
- Use specific vocabulary appropriate to the situation.
- Use five to six simple sentences to communicate.
- Use tenses appropriately (simple present – simple past – present continuous –

imperative – gerund – simple future – modals – prepositions)

- Participate in a dialogue
- Ask and answer questions pertaining to a topic.
- Participate in questions and answers about objects, pictures and abilities.
- Share ideas and information to complete a group project.
- Participate in linguistic games and role-play activities.
- Use sequence words correctly.
- Retell events in a sequential order.
- Act out the lesson story.
- Talk about a listened-to picture story.
- Retell information and events from a story.

Reading Skills:

- Determine meaning for a variety of grade-level words related to

topics taught (*old Kuwait market, sports and games, special occasions, the Arab world, Ramadan, the school library, shopping for books, inventions, the seasons*).

- Use context clues to determine word meaning.
- Recognize function of punctuation marks ..
- Make predictions from pictures and titles.
- Derive meaning from picture clues .
- Generate questions about the text.
- Read about Kuwait and its culture.
- Identify information about other cultures.
- Read to interpret information (.age appropriate)
- Read to comprehend meaning of new words in a text.
- Read to answer questions about the text.
- Read grade level text of (7-10 sentences, of varied length)with clarity and effortless fluency .
- Guess meaning of words in different context
- Suggest a suitable title for a story (age appropriate)
- Read a text for information related to topic
- Extract the principal ideas of a text
- Read maps

- Read for specific information

Writing Skills

- Produce legible documents in cursive handwriting.
- Use a variety of spelling strategies in order to spell words individually and in context.
- Use rules of capitalization and punctuation (including speech marks)
- Complete sentences with information from a text.
- Reorder sentences to form meaningful story /event.
- Use nouns, verbs, pronouns, adjectives and adverbs in writing.
- Identify and correctly use subject/verb agreement, simple past, present and future verbs when writing simple sentences of varied length.
- Transfer visual information into a text)charts, tables , grid surveys)
- Generate ideas for writing with teacher assistance by talking, drawing pictures, listing, reading and reflecting on personal experience..
- Write simple guided compositions that address a single topic, 4 -5 supporting simple sentences following direct instructions and support materials.
- Produce well organized composition of different types for a variety of purposes including fiction and non-fiction texts using the Process Writing" .
- Demonstrate guided writing skills)writing letters /emails to friends
- Write down information extracted from a listening text
- Demonstrate correct writing style
- Write a list of instructions
- Transfer information in note form into a text (.age appropriate)
- Use connectors (and , but , or)
- Use prepositions of place (behind , between , close to , in front of , inside, outside)

VII

Competencies

Grade 1 Competencies:

Listening

- Differentiate between different intonations (requests, questions, greetings)
- Recognize initial and end sounds in words.
- Identify sounds of persons and actions.

- Identify sounds of animals.
- Identify characters, places events in the lesson story.
- Identify rhymes and songs.
- Identify numbers (1-20)
- Match relevant information to an object.
- Match pictures with their listened-to description.
- Identify expressions of greetings, gratitude, likes and dislikes.
- Track fingers on the picture text while listening.
- Finish a listen and point activities.
- Finish listen and tick activities.
- Finish listen and draw activities.

Speaking

- Speak clearly at understandable pace about topics taught
- Respond to simple commands orally
- Ask and answer questions
- Use words to describe/name people .places, things.
- Use words to describe actions in pictures
- Use words to communicate
- Participate in linguistic games
- Participate in role-playing situations.
- Recite rhymes and songs
- Describe people, places and things in their daily lives.

Reading

- Count phonemes in simple CVC words
- Orally blend individual phonemes to make words (CVC)words only, e.g .cat, bat, bit.
- Orally segment words into individual phonemes (CVC)words only e.g .cat, bat, bit
- Sound and name letters of the alphabet .
- Link sound and letter patterns games.
- Identify the picture words with same initial sound in a series of picture words.

- Recognize the shape of commonly used upper case letters which are similar to their lower case equivalent (e.g .Mm, Nn, Ss, Pp)
- Recognize the shape of commonly used lower case letters (e.g .m s n b a o e l p d)
- Orally recognize words with similar phonemes in a series of words (sit, split ,last , past)
- Orally create a series of rhyming words by playing a game.
- Orally identify the word that does not rhyme in a series of words by playing a game (but, bat, cut, cat)
- Recognize some labels and signs in the environment.
- Read some icons (rubric, icons in the book)
- Attempt at reading the picture story to find answers for a specific question.
- Read ordering pictures to mirror events in the picture story.
- Read pictures to identify key words or language items.
- Read picture stories about Kuwait and its culture.
- Read picture stories that enhance student's pride in Islam.
- Compile information from pictures.
- Categorize objects and persons.
- Identify characters and objects related to voiced names.
- Relate objects to place and /or function.
- Match objects to numerals.
- Identify missing information.
- Read a picture story.
- Identify 1-2 key words using picture clues.

Writing

- Show control over using fingers through drawing and colouring.
- Show control over use of hands in tracing and drawing zigzag lines.
- Discriminate between letters and numbers
- Exercise left to right orientation by tracing different line shapes from left to right.
- Coordinate hand/eye movement when tracing, drawing, colouring and copying .
- Control use of fingers by tracing lines copying, drawing and closing shapes from left to right.
- Trace and colour some letter shapes and numbers .
- Write numbers on a line.

- Copy some graded size patterns (letter-like shapes, lines and circles)
- Circle the odd one out.
- Spot differences in pictures.
- Finish a letter or a number maze.
- Trace numbers to finish a pattern.
- Produce 3-4 guided group projects with teacher assistance.

Grade 2 Competencies:

Listening

- Recognize initial, medial and end sounds in words.
- Listen to count phonemes.
- Listen to rhymes and songs to recognize linguistic aspects (rhyming words/ structures/ vocabulary).
- Identify rhyming words in a listened-to text.
- Recognize intonations of request and invitation.
- Recognize terms of address and politeness.
- Discriminate between asking and suggesting.
- Discriminate between different intonations (asking and answering/greeting and apologizing)
- Match pictures to their listened-to descriptions.
- Match listened-to dialogues to their speech bubbles in the lesson story.
- Number pictures in the order of a listened-to text.
- Tick the picture/action described.
- Recognize declarative and interrogative statements.
- Discriminate between do/don't, these/those..
- Understand usage of tenses (simple present, simple past, present for habitual action, imperative .Modal can)
- Understand purpose of a listening activity (e.g. listen for sounds, listen for words, intonation, morphological distinctions...)
- Finish a listen and point activity.
- Finish a listen and tick activity.
- Finish a listen and draw activity.
- Finish a listen and match activity.

- Listen and retell events.

Speaking

- Speak clearly at understandable pace about topics taught.
- Respect turn-taking of other speakers and raising hand to speak.
- Use gestures appropriate for the situation (miming actions /role playing)
- Use correct intonation when giving commands, asking for help, apologizing, expressing likes and dislikes, approval and disapproval.
- Respond to simple commands.
- Express likes and dislikes.
- Use functions appropriately.
- Talk about daily routines.
- Ask for and give information.
- Tell where things are.
- Give directions and instructions.
- Use words to describe/name people, places, things.
- Use words related to daily routines.
- Use words to describe actions.
- Use number words.
- Retell events in sequential order.
- Recite rhymes and songs.
- Describe people, places, things in their daily lives.
- Act the lesson story.
- Ask for clarification.
- Perform a short question & answer dialogue.
- Participate in linguistic games.
- Participate in role-playing situations.
- Share ideas and information to complete a group project.

Reading

- Count phonemes in simple 1-2 syllable words.
- Distinguish ending sounds in spoken one syllable words (t /in but /g /in bag)

- Blend Phonemes / (b/ /a/ /t = /bat)
- Segment phonemes (bat /b/ /a/ /t
- Blend vowel consonant sounds orally to make words.
- Substitute initial sound to change words (e.g .say, pay)
- Produce rhyming words in response to an oral prompt.
- Recognize that (illustrations, signs etc.)carry messages.
- Identify messages in picture text.
- Identify characters and objects related to voiced names .
- Make predictions using picture clues.
- Generate questions about a picture text)factual (with teacher's assistance .
- Guess the main topic of the text (with teacher's assistance)
- Use context clues (pictures)to determine word meaning.
- Use situational context to determine meaning of words.
- Identify meanings of words using the root word and known endings)e.g .car /cars

(–)jump /jumped /jumping)

- Use context to guess meaning of new words using picture clues.
- Recognize that (illustrations, signs etc...) carry messages.
- Use high frequency words and expressions
- Read simple sentences correctly.
- Read grade level text (3-4 word sentences) effortlessly and with clarity.
- Provide meaning for a variety of grade level words related to topics taught (daily routines , home , interest,
- answer questions about essential elements of the text (who, what, where, when, how)

Writing

- Match picture words to their initial or end sounds)pictures and words provided)
- Classify beginning or ending sounds by copying words under corresponding sounds (words and pictures provided)
- Guess and complete the initial or end sounds in words upon an oral prompt (pictures and words provided)
- Group simple rhyming pairs)pictures and words provided)
- Identify the odd sound out(.pictures and words provided)

- Produce functional texts (labels, signs, drawing)
- Write first name with a written model using rules of capitalization.
- Produce 3-4 guided group projects with teacher assistance.
- Match letters, words, and pictures.
- Match pictures to their text.
- Classify picture words alphabetically(pictures and words provided)
- Trace and copy words.
- Trace and copy sentences.

Grade 3 Competencies:

Listening

- Identify rhyming words in a listened-to text.
- Recognize pitch and intonation.
- Discriminate between different intonations (declarative, interrogative, affirmative statements)
- Retell action in a listened-to text.
- Listen and guess the meaning of simple descriptions.
- Listen to rhymes and songs to recognize linguistic aspects (rhyming words/ structures/ vocabulary).
- Listen to expressions of gratitude, greetings, likes and dislikes, polite requests, making suggestions, asking about time.
- Listen to understand tenses (simple present, simple past, present for habitual action, present continuous, future).
- Listen and respond to orders and instructions.
- Listen to recognize concept of time.
- Listen to recognize months of the year.
- Listen and track print.
- Listen to the lesson story read while tracking print (pictures or text).
- Listen to dialogues and point to speakers and speech bubbles.
- Listen and repeat.
- Listen and look for correct information.
- Differentiate between questions and answers (is there/ there is/there isn't, questions with did and what happened, modal can, why and because).
- Identify negative and affirmative forms (no, we don't/yes we do).

Speaking

- Speak clearly at understandable pace about topics taught.
- Respond to 1-2 step instructions.
- Use correct intonation when giving commands, asking for help, expressing attitude and opinion.
- Use language functions appropriately.
- Talk about daily routines.
- Describe objects and events.
- Talk about topics on jobs, jobs, health, festivals, transport, time, weather and the seasons.
- Use words to describe /name people, places, things.
- Use (first, second)to talk about order of events.
- Retell events in sequential order.
- Use words to describe actions.
- Use specific vocabulary appropriate to the situation.
- Participate in a dialogue.
- Perform a short question & answer dialogue.
- Participate in linguistic games.
- Participate in role-playing situations.

Reading

- Use context clues (pictures)to determine word meaning.
- Use situational context to determine word meaning.
- Identify meaning of words using the root word and known endings (e.g .car/cars-jump/jumped/jumping)
- Use context to determine meaning of new key words using picture clues.
- Determine the meaning of words related to topics taught (My country Kuwait, daily routines, interests, jobs, festivals, transportation, weather, health) .
- Use context to determine meaning of synonyms and antonyms.
- Read actions in a series of pictures.
- Read the meaning of specific signs .
- Describe pictures.
- Read identifying key words or language items.
- Read and follow simple direction to perform a task.

- Retell placing events in correct sequence.
- Act the story using vocabulary learned.
- Answer questions about essential elements of the text (Who, what, where, when, how)
- Express opinion about the story.
- Generate alternative ending for the story.
- Read narrative and informational text.
- Read about Kuwait and its culture.
- Read text that enhance student's pride in Islam.
- Identify patterns of behaviour or interaction in a variety of culturally oriented everyday settings .

Writing

- Capitalize names, days, weeks and months.
- Use capital letters and full stops to begin and end sentences.
- Use spelling rules in spelling words individually and in context.
- Spell words using visualization methods (say, look, cover, write, check).
- Apply phonic knowledge to spell new words with short and long vowels.
- Complete sentences with information from a text.
- Complete sentences about self.
- Complete sentences using comparatives.
- Reorder words to form meaningful sentences.
- Supply missing parts in sentences using picture prompts.
- Answer questions using full sentences with help.
- Put jumbled sentences in logical order.
- Order sentences.
- Transfer visual information into a text.
- Rearrange a simple text (pictures and text provided)
- Draft ideas with teacher assistance utilizing pictures, labels and words.
- Select appropriate pictures, words to convey meaning.
- Finish a group project.

Grade 4 Competencies:

Listening

- Recognize pitch and intonation appropriate to situation.
- Listen to rhymes and songs to recognize linguistic aspects (rhyming words/ structures/ vocabulary).
- Recognize adjectives and adverbs of frequency
- Identify regular comparatives and superlatives.
- Retell action in a listened-to text.
- Recognize time markers to sequence action
- Listen and guess the meaning of descriptions.
- Listen and respond to short dialogues.
- Respond to listened-to instructions and oral commands(2-3 step directions)
- Listen and identify tenses (simple present, simple past, , present continuous, past continuous, going to, must/mustn't).
- Listen and match pictures to their listened-to descriptions.
- Listen and identify actions/characters.
- listen and respond to the lesson story.
- Identify purpose for listening (e.g .listen for sounds, listen for words, intonation, morphological distinctions, categorize, find information).
- Review language features before listening.
- Listen and complete.
- Listen and order events.

Speaking

- Talk about self (e.g .Dad's job)
- Describe objects and events.
- Use words to describe /name people, places, things.
- Use words to describe actions.
- Use specific vocabulary appropriate to the situation.
- Use words to talk about topics learned.
- Participate in a dialogue.
- Perform a short question & answer dialogue.
- Participate in linguistic games.
- Ask for clarification.

- Act the lesson story.
- Talk about a listened-to picture story.
- Describe characters/time/place (story components)

Reading

- Show the sequence of print by pointing left to right while listening to a text played on an audio tape.
- Predict and give information.
- Identify action words.
- Identify words to describe characters and setting.
- Recognize sentence connectors in context.
- Determine meaning for a variety of grade-level words related to topics taught (health, special occasions, animals and insects, weekends, science, environment, countries and languages, traveling)
- Identify synonyms and antonyms for frequently used words (big/small /big/huge

fast/slow)

- Distinguish between descriptive and action words.
- Use context to determine meanings of unknown key words using picture clues.
- Identify patterns of behaviour or interaction in a variety of culturally oriented everyday settings .
- Relate personal experience to story character's experience, language, country and culture .

Writing

- Write upper and lower case cursive letters using proper form, proportions and spacing.
- Show fluency in copying short sentences in cursive.
- Produce legible documents with cursive handwriting.
- Use capital letters and full stops to begin and end sentences .
- Use speech marks in dialogues.
- Complete sentences with information from a text.
- Complete sentences related to pictures.
- Reorder words to form meaningful sentences.
- Complete sentences selecting appropriate adjectives, verbs and correct word usage.
- Put jumbled sentences in logical order.
- Demonstrate understanding of writing complete simple
- Produce guided imaginary stories (frames provided)

- Produce guided functional texts (charts, grids, graphs) based on observation .

Grade 5 Competencies:

Listening

- Listen to the lesson story read while tracking print.
- Listen for specific information (aural comprehension skills)
- Listen and respond to teacher and peers reading aloud.
- Listen and complete tables.
- Listen to expressions of orders and requests, suggestions (shall we), appreciation, obligation (have to)
- Listen and respond to short dialogues.
- listen and respond to the lesson story.
- Listen and identify key words in different contexts.
- Guess meaning of words in a listened-to text.
- Listen and repeat/retell.
- Listen and look for correct information.
- Listen and take notes.
- Listen and order information (worksheets provide)
- Listen and complete.

Speaking

- Use correct intonation when expressing suggestions, advice apology, guessing and surprise.
- Talk correctly in terms of pronunciation)Apply pronunciation rules(.
- Respond to 4 – 5 step instructions.
- Talk about self and others.
- Show agreement or refusal verbally.
- Express likes and dislikes.
- Describe pictures, people, objects and events.
- Give directions and instructions.
- Use appropriate vocabulary to describe objects, people and places.
- Use appropriate vocabulary to describe actions and events..
- Participate in a dialogue.
- Use some language functions appropriately.

- Use some language structures accurately.
- Participate in questions and answers about objects, pictures and abilities.
- Perform a short question and answer dialogue.

Reading

- Recognize the distinguishing features of a sentence (capitalization, internal punctuation, ending punctuation, quotation marks)
- Recognize word order in a sentence.
- Identify sentence connectors .
- Identify commonly mixed up homophones (e.g .their /there, where/were)while reading .
- Make predictions from pictures and titles.
- Generate questions about the text.
- Guess the main topic of the text using picture clues.
- Underline specific information (key words and sentences)
- Read and follow instructions to perform a variety of tasks.
- Locate information by answering questions.
- Identify main idea or central concept in various functional and information texts .
- Compile, organize, list information from a text using text features, including pictures and illustrations.
- Read information texts (e.g .observation reports, explanation, instructions and process narrative.)
- Read personal texts (e.g-.mails, letters)
- Read text that enhances student's pride in Islam.
- Identify patterns of behaviour or interaction in a variety of culturally oriented everyday setting .

Writing

- Use capital letters, full stops or question marks to begin and end sentences .
- Punctuate dates and addresses.
- Complete sentences selecting appropriate verbs and word usage.
- Reorder sentences to form a meaningful story
- Demonstrate understanding of using simple sentences.
- Compose a text with several simple sentences with direct
- Develop understanding of fiction and non-fiction texts.
- Identify words associated with explanation, instruction and process narrative.

- Understand and begin to use different formats, layouts and presentational devices to convey information)tables, bullet points, icons (with frames provided.
- Draft ideas on paper in a frame provided utilizing words, figures and sentences with teacher assistance.
- Select appropriate verbs and precise language to convey meaning.