



ISS

SINGAPORE CAMPUS

Realising Potential

ESL

K-12 LEARNING OUTCOMES & BENCHMARKS



Learning Outcomes and Benchmarks

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.

This document covers the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 12 at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

Explanation of terms:

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean:

Learning Outcomes: the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement: students will be able to

Benchmarks: specific performance indicators for each grade level

Benchmarks complete the statement: students will be able to show their understanding by

It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.

Learning Outcomes and Benchmarks

Subject: LANGUAGE B (ESL)

Strand: LISTENING AND SPEAKING

Grade/ Phase	Learning Outcomes	Benchmarks
Grade 12 & 11	<p>G12 & G11 Students will be able to:</p> <ul style="list-style-type: none"> · Understand complex recorded or spoken information on the topics studied. · Communicate orally in order to explain in detail a point of view. · Describe in detail and accurately experiences and events, as well as abstract ideas and concepts. · Demonstrate interaction that flows coherently with a degree of fluency and spontaneity. · Engage coherently in conversations in most situations. · Demonstrate some intercultural engagement with the target language and culture(s). · Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding · Use language appropriate to a range of interpersonal and/or cultural contexts · Use language to express and respond to a range of ideas 	<p>G12 & G11 students will be able to show their understanding through Internal Assessment by:</p> <ul style="list-style-type: none"> · Listening to and speaking on a variety of topics: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science and technology · Interacting orally in classroom activities such as debates, discussions, presentations, role-plays, and interviews · Listening to recorded material such as announcements, broadcast news and entertainment, debates and discussions, dialogues and conversations, instructions, podcasts and other electronic material, songs, and speeches, ;lectures and presentations. · Speaking, describing, and reacting to a visual stimulus, responding to questions and engaging in a general conversation using appropriate interactive skills in the Individual Oral Assessment · Having an excellent command of spoken language · Producing language that is fluent and generally authentic · Using language that is varied and idiomatic · Using intonation that enhances communication · Expressing complex ideas that are understood very well and having

	<p>with accuracy and fluency</p> <ul style="list-style-type: none"> · Organize ideas on a range of topics, in an clear, coherent and convincing manner · Interact in the target language within the context of different situations. 	<p>interaction that is excellent</p> <ul style="list-style-type: none"> · Expressing complex ideas and opinions that are presented clearly, coherently and effectively. · Conducting conversation that flows coherently in a natural manner
Phase 6	<p>At the end of Phase 6 students will be able to:</p> <ul style="list-style-type: none"> · Understand, analyse, evaluate and respond to a wide range of spoken texts · Communicate information, ideas and opinions in social and academic situations · Request and provide information in a wide range of spoken contexts · Use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences · Use appropriate register in formal and informal oral communication · Understand and use appropriate oratory technique · Engage actively in oral production using comprehensible pronunciation and intonation / correct tone. 	<p>Phase 6 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Understanding main points and some details in TV shows, documentaries, news reports, announcements and advertisements heard · interacting comfortably · Participating in a debate · Listening to others critically and asks questions · Using language to inform, entertaining and influencing others about topics related to personal interest and global significance · Using idiomatic, colloquial and formal language as the purpose and audience require · Following a lecture or a presentation and summarizing, making notes and restructuring information · Watching a film and synthesizing ideas and perspectives presented.
Phase 5	<p>At the end of Phase 5 student will be able to:</p> <ul style="list-style-type: none"> · Understand, analyse and respond to a range of spoken texts 	<p>Phase 5 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Following main points in announcements, news reports, talk shows or advertisements

	<ul style="list-style-type: none"> · Communicate information, ideas and opinions in social situations and some academic situations · Request and provide information in a range of spoken contexts · Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences · Use appropriate register in formal and informal oral communication · Use language accurately and effectively · Engage actively in oral production using comprehensible pronunciation and intonation / correct tone 	<ul style="list-style-type: none"> · Listening to a variety of sources for pleasure and information, and showing understanding by reporting back, summarizing and interpreting what was heard · Using idiomatic and some colloquial expressions · Listening to text read or viewed, making inferences and drawing conclusions about events and ideas related to topics of personal and global significance · Participating in a discussion, individual or group presentation and sharing ideas, reflections and opinions with the audience.
Phase 4	<p>At the end of Phase 4 student will be able to:</p> <ul style="list-style-type: none"> · Understand, interpret and respond to a range of spoken texts · Communicate information, ideas and opinions in familiar and unfamiliar situations · Request and provide information in a range of spoken contexts · Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences · Use appropriate register in formal and informal oral communication · Use language accurately · Engage actively in oral production using comprehensible 	<p>Phase 4 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Following main points in an announcement · Listening to others responsively by asking questions about some concrete and abstract topics · Listening to a story told and shows understanding by anticipating or predicting events and ideas · Expressing and defending a point of view · Beginning to paraphrase and summarize · Verbalizing thinking and explaining reasons for a story or information heard about topics of personal and some of global significance · Giving a talk or presentation to small and large groups (about a book read or a film watched) and answering unprepared questions posed by the audience.

	pronunciation and intonation/correct tone.	
Phase 3	<p>At the end of Phase 3 the students will be able to:</p> <ul style="list-style-type: none"> · Understand and respond to a limited range of spoken texts · Communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations · Request and provide information in familiar and some unfamiliar situations · Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences · Use appropriate register in formal and informal oral communication · Use language accurately · Interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and Intonation / correct tone 	<p>Phase 3 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Following multi-step directions · Listening and speaking in small-group and whole-class interactions and short talks · Interacting in pair work, information gap and role-play activities · Picking out main points in a story, song, or short informational text told · Retelling a story or event shared · Using vocabulary for a specific situation or purpose (an invitation, a telephone call) · Using language to explain, inquire and compare · Expressing thoughts, ideas and opinions in a discussion with others about topics of personal interest and pertinent to everyday life · Making a presentation and answering some follow-up questions posed by the audience.
Phase 2	<p>At the end of Phase 2 the students will be able to:</p> <ul style="list-style-type: none"> · Understand and respond to simple spoken texts · Communicate information containing relevant ideas and some details in a limited range of familiar situations · Request and provide information in a limited range of familiar situations 	<p>Phase 2 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Following classroom routines and two-step instructions · Participating in a dialogue/role play about a familiar situation, without the use of a model · Listening and shows understanding of the meaning of a song or a simple story told

	<ul style="list-style-type: none"> · Use language appropriate to a limited range of interpersonal and cultural contexts · Use some aspects of register in formal and informal oral communication · Use basic language accurately · Interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone. 	<ul style="list-style-type: none"> · Expressing feelings and opinions · Describing personal experiences and exchanging ideas about topics of personal interest and everyday life · Understanding phrases and expressions for familiar situations and using them to interact · Making a presentation with the help of a model or questions and answering some simple questions posed by the audience
<p>Grades 5 to 1</p>	<p>PHASE 3 PYP <i>Students will be able to:</i></p> <ul style="list-style-type: none"> · Listen attentively and speak appropriately in small and large group interactions · Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail · Pick out main events and relevant points in oral texts · Follow multi-step directions · Anticipate and predict when listening to text read aloud · Express thoughts, ideas and opinions and discuss them, respecting contributions from others · Dramatization of familiar stories and poems · Recognize patterns in language(s) of instruction and use increasingly accurate grammar · Speak appropriately in small and large group interactions 	<p>Level 3 Inclusion (ISS Benchmarks) <i>Phase 3 students will be able to show their understanding by:</i></p> <ol style="list-style-type: none"> a) Comprehending and following instructions containing an abstract level of thought within classroom learning activities. b) Actively listening to a speaker or discussion, making notes, summarizing and asking questions. c) Reflecting orally or in writing on main points of a talk or video. d) Speaking without hesitancy using frequent complex sentences. e) Expressing ideas and opinions clearly with mostly correct grammar. f) Presenting a five minute oral report to the class

- Respond with increasing confidence and detail to a variety of oral presentations including stories, poems, rhymes and reports
- Retell familiar stories in sequence
- Use language for a variety of personal purposes, for example, invitations
- Express thoughts, ideas and opinions and discuss them, respecting contributions from others
- Participate in a variety of dramatic activities, e.g. role play, puppet theatre, dramatization of familiar stories and poems
- Use language to explain, inquire and compare
- Use increasingly accurate grammar
- Begin to understand that language use is influenced by its purpose and the audience
- Understand and use specific vocabulary to suit different purposes

PHASE 2 PYP

Students will be able to:

- Listen and respond in small or large groups for increasing periods of time
- Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form
- Follow classroom instructions, showing understanding

Level 2 Withdrawal (ISS Benchmarks)

Phase 2 students will be able to show their understanding by:

- a) Comprehending and responding to routine enquiries and multi-step directions.
- b) Sustaining understanding of discussions with some repetition, rephrasing and clarification.
- c) Showing agreement/disagreement and offer opinions in discussions.

	<ul style="list-style-type: none"> • Obtain simple information from accessible spoken texts • Distinguish beginning, medial and ending sounds of words with increasing accuracy • Follow two-step directions • Predict likely outcomes when listening to texts read aloud • Respond in oral, written or visual form to stories read aloud. • Memorize and join in with poems, rhymes and songs • Describe personal experiences • Use language to address their needs, express feelings and opinions • Ask questions to gain information and respond to inquiries directed to themselves or to the class • Use oral language to communicate during classroom activities, conversations and imaginative play • Talk about the stories, writing, pictures and models they have created • Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage) 	<ul style="list-style-type: none"> d) Initiating conversation, recounting personal experiences and stories. e) Asking and responding to simple questions, expressing own ideas. f) Beginning to use a variety of complete sentences with appropriate verb tenses. g) Articulating words clearly, verbalizing all word endings. h) Giving a short, prepared, formal, spoken report
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PHASE 1 PYP***Students will be able to:***

- Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words
- Repeat/echo single words
- Join in with poems, rhymes, songs and repeated phrases in shared books
- Understand simple questions and respond with actions or words
- Follow classroom directions and routines, using context cues
- Use gestures, actions, body language and/or words to communicate needs and to express ideas
- Name classmates, teachers and familiar classroom and playground objects
- Tell their own stories using words, gestures, and objects/ artefacts
- Repeat/echo single words
- Use single words and two word phrases in context
- Join in with poems, rhymes, songs and repeated phrases in shared books
- Understand simple questions and respond with actions or words

Level 1 Withdrawal (ISS Benchmarks)***Phase 1 students will be able to show their understanding by:***

- a) Identifying basic personal details (name, age, etc.)
- b) Following simple instructions, commands and directions
- c) Listening with sustained concentration in different contexts to build new banks of words.
- d) Naming concrete objects and using functional vocabulary
- e) Repeating words, phrases, tongue twisters and poems
- f) Answering questions in single words or short phrases.
- g) Communicating personal and survival needs appropriately.

K2 & K1	<p>PHASE 1 PYP</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> · Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words · Repeat/echo single words · Join in with poems, rhymes, songs and repeated phrases in shared books · Understand simple questions and respond with actions or words · Follow classroom directions and routines, using context cues · Use gestures, actions, body language and/or words to communicate needs and to express ideas · Name classmates, teachers and familiar classroom and playground objects · Tell their own stories using words, gestures, and objects/ artefacts · Repeat/echo single words · Use single words and two word phrases in context · Join in with poems, rhymes, songs and repeated phrases in shared books · Understand simple questions and respond with actions or words 	<p>Level 1 Done by immersion in homeroom class (ISS Benchmarks)</p> <p><i>Phase 1 students will be able to show their understanding by:</i></p> <ul style="list-style-type: none"> a) Identifying basic personal details (name, age, etc.) b) Following simple instructions, commands and directions c) Listening with sustained concentration in different contexts to build new banks of words. d) Naming concrete objects and using functional vocabulary e) Repeating words, phrases, tongue twisters and poems f) Answering questions in single words or short phrases. g) Communicating personal and survival needs appropriately.
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Learning Outcomes and Benchmarks

Subject: LANGUAGE B (ESL)

Strand: VIEWING

	Learning Outcome	Benchmarks
G12 & G11	<p>G12 & G11 Students will be able to:</p> <ul style="list-style-type: none"> · Understand complex videos or movies on the topics studied. · Describe and analyse print media and photographs based on the topics studied · Reacting and responding to visual stimulus 	<p>G12 & G11 students will be able to show their understanding through Internal Assessment by:</p> <ul style="list-style-type: none"> · Viewing print or digital media on the following topics: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science and technology · Reacting and responding to a range of viewing material related to the English-speaking culture studied such as: films, TV programmes, news broadcasts, advertisements, music videos, and other relevant digital media. · Speaking, describing, and reacting to a visual stimulus (photograph), responding to questions and engaging in a general conversation using appropriate interactive skills in the Individual Oral Assessment
Phase 6	<p>At the end of Phase 6 students will be able to:</p> <ul style="list-style-type: none"> · Evaluate information presented in visual texts · Evaluate main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text · 	<p>Phase 6 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Using images to help make meaning of oral and/or written text · Finding some of his or her own examples to share understanding by explaining the effect and meaning

	<ul style="list-style-type: none"> · Evaluate specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text · Evaluate visual conventions used in texts · Understand, analyse, evaluate and respond to a wide range of visual texts. 	<ul style="list-style-type: none"> · Sharing cultural perspectives and explores stereotypes presented in visual texts with written and oral text · Discussing a wide range of visual language formats, why they were created and the conventions the creator used · Discussing possible overt and subliminal messages.
Phase 5	<p>At the end of Phase 5 students will be able to:</p> <ul style="list-style-type: none"> · Analyse information presented in visual texts · Analyse main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text · Analyse specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text · Analyse visual conventions used in texts · Understand, analyse and respond to a range of visual texts. 	<p>Phase 5 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Using images to help make meaning of oral and/or written text · Viewing critically and explaining why some visual texts are effective and others not (for example, in advertising, posters, newspaper reports) · Exploring how the conventions used in visual texts create literal and symbolic meaning · Finding his or her own examples to share understanding by describing the effect and meaning.
Phase 4	<p>At the end of Phase 4 students will be able to:</p> <ul style="list-style-type: none"> · Construct meaning from information presented in visual texts 	<p>Phase 4 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Using images to help make meaning of oral and/or written text

	<ul style="list-style-type: none"> · Construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text · Interpret specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text · Interpret visual conventions used in texts · Understand, interpret and respond to a range of visual texts. 	<ul style="list-style-type: none"> · Explaining why some of the features of the text have been chosen for a particular purpose and audience, and explaining how the conventions used influence our attitude and opinions (for example, in photos with text, news reports with images, excerpts of films, websites) · Finding his or her own examples to share understanding · Making inferences from explicit and implicit information.
Phase 3	<p>At the end of Phase 3 students will be able to:</p> <ul style="list-style-type: none"> · Understand information presented in visual texts · Understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text · Understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text · Understand visual conventions used in texts · Understand and respond to a limited range of visual texts. 	<p>Phase 3 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Using images to help make meaning of oral and/or written text · Making links between the images and the purpose of the text · Identifying some of the features of the text chosen for a purpose · Finding his or her own examples to share understanding · Understanding meaning of informational texts using visual images (for example, in brochures, news items, posters) and explaining the effect and purpose of the visual elements · Identifying a point of view in the text.
Phase 2	<p>At the end of Phase 2 students will be able to:</p> <ul style="list-style-type: none"> · Understand messages presented in visual texts 	<p>Phase 2 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Using images to help make meaning of oral and/or written text

	<ul style="list-style-type: none"> · Understand main ideas and supporting details in visual texts presented with spoken and/or written text · Understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text recognize visual conventions used in texts · Understand and respond to simple visual texts. 	<ul style="list-style-type: none"> · Making simple interpretations of the meaning and purpose of various print-based, digital and electronic texts (for example, cartoons, simple advertisements) · Listing some features of the visual text (for example, colour, text layout, sound effects, shape, sequence) · Finding his or her own examples to share understanding.
Phase 1	<p>At the end of Phase 1 students will be able to:</p> <ul style="list-style-type: none"> · Identify basic messages presented in simple visual texts · Identify main ideas and supporting details in simple visual texts presented with spoken and/or written text · Identify specific information, ideas, opinions and attitudes, presented in simple visual texts with spoken and/or written text · Recognize basic visual conventions used in texts · Understand and respond to simple visual texts. 	<p>Phase 1 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Using images to help make meaning of oral and/or written text · Making simple interpretations of the meaning and purpose of visual texts (for example, signs, posters, picture books, websites) on familiar topics, illustrations with oral and written text messages · Listing some features of the visual text (for example, colour, text layout, sound effects) · Finding his or her own examples to share understanding.
Grades 5 to 1	<p>PHASE 3 PYP <i>Students will be able to:</i></p> <ul style="list-style-type: none"> · View visual information and show understanding by asking relevant questions and discussing possible meaning · Discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently 	<p>Level 3 Inclusion (ISS Benchmarks) <i>The students will be able to demonstrate their understanding by:</i></p> <ul style="list-style-type: none"> · Using appropriate visual content and effects, including clear speech, eye contact, actions and body language to enhance presentations. · Reflecting appropriately on their own and peers' presentations

	<ul style="list-style-type: none"> · Discuss personal experiences that connect with visual images · Use actions and body language to reinforce and add meaning to oral presentations 	
Grades 5 to 1	<p>PHASE 2 PYP <i>Students will be able to:</i></p> <ul style="list-style-type: none"> · Attend to visual information showing understanding through discussion, role play, illustrations · Talk about their own feelings in response to visual messages; show empathy for the way others might feel relate to different contexts presented in visual texts according to their own experiences, for example, “That looks like my uncle’s farm” · Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip · Use body language in mime and role play to communicate ideas and feelings visually · Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed 	<p>Level 2 Withdrawal (ISS Benchmarks) <i>The students will be able to demonstrate their understanding by:</i></p> <ul style="list-style-type: none"> · Accessing information by following visual clues · Discussing feelings and responses to visual images and messages in various forms · Creating simple, visual presentations
Grades 5 to 1	<p>PHASE 1 PYP <i>Students will be able to:</i></p> <ul style="list-style-type: none"> · Attend to visual information showing understanding through play, gestures, facial expression · Reveal their own feelings in response to visual 	<p>Level 1 Withdrawal (ISS Benchmarks) <i>The students will be able to demonstrate their understanding by:</i></p> <ul style="list-style-type: none"> · Understanding and responding to illustrations, visual messages and ICT iconography in different media · Demonstrating varying presentation methods.

	<p>presentations, for example, by showing amusement, curiosity, surprise</p> <ul style="list-style-type: none"> · Observe visual cues that indicate context; show understanding by matching pictures with context · Make personal connections to visual texts, for example, a picture book about children making friends in a new situation · Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions 	
K2 & K1	<p>PHASE 1 PYP <i>Students will be able to:</i></p> <ul style="list-style-type: none"> · Attend to visual information showing understanding through play, gestures, facial expression · Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise · Observe visual cues that indicate context; show understanding by matching pictures with context · Make personal connections to visual texts, for example, a picture book about children making friends in a new situation · Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions 	

Learning Outcomes and Benchmarks

Subject : LANGUAGE B (ESL)

Strand : READING

Grade / Phase	Learning Outcomes	Benchmarks
Grade 12 & 11	G12 & G11 Students will be able to: <ul style="list-style-type: none">● Understand and analyse a range of complex authentic written texts related to the topics studied● Appreciate and understand (but not analyse) literary works in the target language● Understand language appropriate to a range of interpersonal and/or cultural contexts● Understand language used to express a range of ideas	G12 & G11 students will be able to show their understanding through Paper 1 by: <ul style="list-style-type: none">● Reading and understanding a variety of text types on the following topics: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science and technology● Reading and understanding the following text types: article; column; blog; brochure, leaflet, flyer, pamphlet or advertisement; essay; interview in any form; news report; report; review; set of instructions or guidelines; short story, novel, poem; or written correspondence● developing the following receptive skills:<ul style="list-style-type: none">○ understanding of overall meaning○ scanning texts for details○ understanding structural features of a text○ understanding functioning in context○ identifying communicative purposes● Answer reading questions such as:<ul style="list-style-type: none">○ Choosing which of a number of

sentences are true according to the text

- Gap-filling
- Identifying clear inference from concepts
- Identifying precise references of key phrases or structures
- Identifying related ideas that are in different parts of the text
- Identifying specific content items
- Identifying whether an explanation or definition is true or false, and finding the evidence for this in the text
- Identifying who says what in a text or a series of short texts
- Justifying an interpretation by locating evidence or key phrases
- Matching summary sentences with different paragraphs of the text
- Matching words or phrases from the text with definitions
- Multiple-choice questions
- Short-answer questions

G12& G11 students will be able to show their understanding through the Written Assignment by:

- reading and reflecting upon two works of literature

Phase 6	<p>At the end of Phase 6 students will be able to:</p> <ul style="list-style-type: none"> ● evaluate specific information, ideas, opinions and attitudes, presented in written texts ● evaluate main ideas and supporting details, and draw conclusions from written texts ● evaluate aspects of format and style in written texts ● understand, analyse, evaluate and respond to a wide range of written texts 	<p>Phase 6 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> ● showing an understanding of a wide range of texts by reading and responding to questions or completing activities about the texts ● reading texts and, for example, selecting, criticizing, arguing, concluding, deciding, evaluating, judging, justifying ● reading text of 1,300–1,500 words and evaluating specific information, ideas, opinions and attitudes.
Phase 5	<p>At the end of Phase 5 students will be able to:</p> <ul style="list-style-type: none"> ● analyse specific information, ideas, opinions and attitudes, presented in written texts ● analyse main ideas and supporting details, and draw conclusions from written texts ● analyse aspects of format and style in written texts ● understand, analyse and respond to a range of written texts. 	<p>Phase 5 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> ● showing an understanding of a range of texts by reading and responding to questions or completing activities about the texts ● reading texts and, for example, breaking down, comparing and contrasting, deducing, inferring, illustrating, reorganizing, distinguishing ● reading text of 900–1,000 words and analysing main ideas, opinions and attitudes, and details in the text ● listing and explaining the effect of the use of various stylistic devices or literary features in the text.
Phase 4	<p>At the end of Phase 4 students will be able to:</p>	<p>Phase 4 students will be able to show their understanding by:</p>

	<ul style="list-style-type: none"> ● interpret specific information, ideas, opinions and attitudes, presented in written texts ● interpret main ideas and supporting details, and draw conclusions from written texts ● interpret aspects of format and style in written texts ● understand, interpret and respond to a range of written texts. 	<ul style="list-style-type: none"> ● showing an understanding of a range of texts by reading and responding to questions or completing activities about the texts ● reading texts and, for example, paraphrasing, summarizing, restating, predicting, interpreting, illustrating, reporting, concluding ● reading text of 800–900 words and interpreting specific information, ideas, opinions and attitudes.
Phase 3	<p>At the end of Phase 3 students will be able to:</p> <ul style="list-style-type: none"> ● understand specific information, ideas, opinions and attitudes, presented in written texts ● understand main ideas and supporting details, and draw conclusions from written texts ● understand aspects of format and style in texts ● understand and respond to a limited range of written texts. 	<p>Phase 3 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> ● showing an understanding of a limited range of texts by reading and responding to questions or completing activities about the texts ● reading text and, for example, giving examples, explaining, illustrating, interpreting, comparing, retelling ● reading text of 600–700 words and understanding specific information, ideas, opinions and attitudes
Phase 2	<p>At the end of Phase 2 students will be able to:</p> <ul style="list-style-type: none"> ● understand basic facts in written texts 	<p>Phase 2 students will be able to show their understanding by:</p>

	<ul style="list-style-type: none"> ● understand main ideas and supporting details, and draw some conclusions from written texts ● recognize basic aspects of format and style ● understand and respond to simple written texts. 	<ul style="list-style-type: none"> ● showing an understanding of simple texts by reading and responding to questions or completing activities about the texts ● reading text and, for example, classifying, describing, explaining, sequencing, giving examples ● reading text of 400–500 words and answering questions about main ideas and supporting details.
Phase 1	<p>At the end of Phase 1 students will be able to:</p> <ul style="list-style-type: none"> ● identify basic facts in simple written texts ● identify main ideas and supporting details in written texts ● recognize basic aspects of format and style ● understand and respond to simple written texts. 	<p>Phase 1 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> ● showing an understanding of short simple texts by reading and responding to questions or completing activities about the texts ● maybe needing to read multiple times ● reading text and, for example, lists, defining, labelling, drawing, locating, selecting, matching, stating information ● reading text of 200–300 words and answering simple questions about it.
Grades 5 to 1	<p>PHASE 4 PYP</p> <p><i>Students in Phase 4 will be able to:</i></p> <ul style="list-style-type: none"> · read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals · distinguish between fiction and non-fiction and select books appropriate to specific purposes 	<p>Level 3 Inclusion (ISS Benchmarks)</p> <p><i>Students will be able to show their understanding by:</i></p> <p>a) reading a variety of texts, independently with</p>

- understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters
- recognize the author's purpose, for example, to inform, entertain, persuade, instruct
- understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome
- use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility
- know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail
- as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials
- identify relevant, reliable and useful information and decide on appropriate ways to use it
- access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis
- know when and how to use the internet and multimedia resources for research
- understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy.

PHASE 3 PYP

Students in Phase 3 will be able to:

- read texts at an appropriate level, independently, confidently and with good understanding
- recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles
- identify and explain the basic structure of a story—beginning, middle and end; may use storyboards or comic strips to communicate elements
- make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses
- realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance
- recognize and use the different parts of a book, for example, title page, contents ,index
- understand sound–symbol relationships and apply reliable

- understanding
- b) summarising, clarifying, skimming and scanning for information.
- c) demonstrating comprehension by detailed retelling and answering higher order thinking questions.

Level 2 Withdrawal (ISS Benchmarks)

Students will be able to show their understanding by:

- a) using reading strategies to achieve reading fluency at their level
- b) demonstrating understanding of the meaning of words and the text
- c) using various tools to expand vocabulary

- phonetic strategies when decoding print
 - use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another
- discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways

PHASE 2 PYP

Students in Phase 2 will be able to:

- participate in shared reading, posing and responding to questions and joining in the refrains
- participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group
- listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes
- read and understand the meaning of self-selected and teacher-selected texts at an appropriate level
- use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)
- read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography
- make connections between personal experience and storybook characters
- understand sound–symbol relationships and recognize familiar sounds/symbols/words of the language community
- instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols
- have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation
- participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.

Level 1 Withdrawal (ISS Benchmarks)

Students will be able to show their understanding by:

- a) matching sounds to letters and words.
- b) reading and understanding words, phrases and simple sentences with visual clues.
- c) answering recall questions about the text.

<p>K2 & K1</p>	<p>PHASE 1 PYP</p> <p><i>Students in Phase 1 will be able to:</i></p> <ul style="list-style-type: none"> · enjoy listening to stories · choose and “read” picture books for pleasure · locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting) · show curiosity and ask questions about pictures or text · listen attentively and respond to stories read aloud · participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity · make connections to their own experience when listening to or “reading” texts · begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words · recognize their own first name · express opinions about the meaning of a story · show empathy for characters in a story · distinguish between pictures and written text, for example, can point to a picture when asked · indicate printed text where the teacher should start reading · handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end · realize that the organization of on-screen text is different from how text is organized in a book · join in with chants, poems, songs, word games, and clapping games, gaining familiarity with the sounds and patterns of the language of instruction 	<p><i>This is done by immersion in K1 and K2, or done in the students’ mother tongues.</i></p>
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Learning Outcomes and Benchmarks

Subject: LANGUAGE B (ESL)

Strand: WRITING

Grade/ Phase	Learning Outcomes	Benchmarks
Grade 12 & Grade 11	<p>G12 & G11 Students will be able to:</p> <ul style="list-style-type: none"> · Describe in detail and accuracy experiences, events, as well as abstract ideas and concepts in a range of topic areas and genres. · Produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose. · Produce clear and convincing arguments in support of a point of view · Demonstrate some intercultural engagement with the target language and culture(s) · Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding · Use language appropriate to a range of interpersonal and/or cultural contexts · Use language to express and respond to a range of ideas with accuracy and fluency 	<p>G12 & G11 students will be able to show their understanding through Paper 2 by:</p> <ul style="list-style-type: none"> · Writing a variety of text types on the following topics: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science and technology · Writing the following text types in 250-400 words: article; blog or diary entry; brochure, leaflet, flyer, pamphlet or advertisement; essay; debate, speech, talk, or presentation; interview; news report; official report; proposal; review; set of instructions or guidelines; short story; written correspondence · Writing a personal response of 150-250 words to a stimulus text · Writing with a very effective command of the language · Writing a wide range of vocabulary accurately and effectively, with very few errors · Writing complex sentence structures that are clear and effective · Communicating their message very well · Writing ideas that are relevant and effective

- Organize ideas in a range of topics, in a clear, coherent and convincing manner
- Understand, analyse and respond to a range of written and spoken texts
- Write about works of literature in the target language

- Developing ideas that are coherent and thorough, using supporting details that are highly appropriate
- Writing a text type that is clearly recognizable and appropriate
- Writing with appropriate conventions that are effective and evident to the text type
- Writing a convincing argument that has a very good and methodical development of ideas
- Writing with a consistently coherent and organized structure
- Writing ideas that are very well expressed, relevant and engaging

G12 & G11 students will be able to show their understanding through the Written Assignment by:

- Writing a creative piece of 500-600 words plus a 150-250 word rationale, based on one or both of the literary texts read
- Writing a rationale that clearly and fully explains how the creative piece of writing is connected to the literary text(s) and explaining what his or her aims are and how he or she intends to achieve them.
- Writing a chosen text type for the creative piece of writing that is appropriate to the audience and purpose stated in the rationale, and is applying this consistently.
- Writing ideas that are organised and developed effectively
- Using language that is appropriate and effective

		<ul style="list-style-type: none"> · Showing a good range of vocabulary that is used appropriately · Using clear and effective complex sentence structures · Using effectively varied rhetorical devices
Phase 6	<p><i>At the end of Phase 6 students will be able to:</i></p> <ul style="list-style-type: none"> · Communicate information, ideas and opinions in social and academic situations · Request and provide information in a wide range of written contexts · Use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences · Understand and use language conventions accurately, effectively and creatively in writing · Use appropriate register in formal and informal written communication. 	<p>Phase 6 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Writing 300–400 words · Understanding elements of a story and writing his or her own · Writing various types of essays with the help of a writing frame or model · Writing to inform, entertain and influence others about topics related to personal interest and global significance.
Phase 5	<p><i>At the end of Phase 5 students will be able to:</i></p> <ul style="list-style-type: none"> · Communicate information, ideas and opinions in social situations and some academic situations · Request and provide information in a range of written contexts · Use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences 	<p>Phase 5 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Writing 300–400 words · Writing a simple discursive or expository essay with the help of a writing frame or model · Writing about events and ideas related to topics of personal and global significance

	<ul style="list-style-type: none"> · Understand and use language conventions accurately and effectively in writing · Use appropriate register in formal and informal written communication. 	<ul style="list-style-type: none"> · Writing a formal letter (for example, to an editor).
Phase 4	<p><i>At the end of Phase 4 students will be able to:</i></p> <ul style="list-style-type: none"> · Communicate information, ideas and opinions in familiar and unfamiliar situations · Request and provide information in a range of written contexts · Use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences · Understand and use language conventions accurately · Use appropriate register in formal and informal written communication. 	<p>Phase 4 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Writing 200-250 words · Writing a book report, a review or a simple cause-effect essay, newspaper article · Expressing thoughts and explaining reasons about topics of personal and some of global significance · Writing a formal letter
Phase 3	<p><i>At the end of Phase 3 students will be able to:</i></p> <ul style="list-style-type: none"> · Communicate information containing relevant ideas and some details in familiar and some unfamiliar situations · Request and provide information in familiar and some unfamiliar situations · Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences 	<p>Phase 3 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Writing 200–250 words · Writing short narratives or recounts · Keeping a journal or diary · Expressing thoughts, ideas and opinions about topics of personal interest and pertinent to everyday life.

	<ul style="list-style-type: none"> · Understand and use language conventions accurately · Use appropriate register in formal and informal written communication. 	
Phase 2	<p>At the end of Phase 2 students will be able to:</p> <ul style="list-style-type: none"> · Communicate information containing relevant ideas and some details in a limited range of familiar situations · Request and provide information in a limited range of familiar situations · Use language appropriate to a limited range of interpersonal and cultural contexts · Understand and use basic language conventions accurately · Use some aspects of register in formal and informal written communication. 	<p>Phase 2 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Writing 100–150 words · Writing a dialogue/role play about a familiar situation, with and without a writing frame or model · Expressing feelings and opinions in writing in simple format such as postcard, letter, email · Describing personal experiences and ideas about topics of personal interest and everyday life.
Phase 1	<p>At the end of Phase 1 students will be able to:</p> <ul style="list-style-type: none"> · Communicate information in a limited range of everyday situations · Request and provide information in a limited range of everyday situations · Use language appropriate to a very limited range of interpersonal and cultural contexts · Understand and use basic language conventions accurately 	<p>Phase 1 students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Writing 100–150 words · Writing simple phrases and sentences about an everyday situation using a model · Labelling familiar objects, people and writing words for classroom, school and home routines · Making simple statements to describe family members, everyday routines.

	<ul style="list-style-type: none"> · Use some aspects of register in formal and informal written communication 	
<p>Grades 5 to 1</p>	<p>Phase 4 PYP <i>Students will be able to:</i></p> <ul style="list-style-type: none"> · Write independently and with confidence, demonstrating a personal voice as a writer · Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing · Show awareness of different audiences and adapt writing appropriately · Select vocabulary and supporting details to achieve desired effects · Organize ideas in a logical sequence · Reread, edit and revise to improve their own writing, for example, content, language, organization · Respond to the writing of others sensitively · Use appropriate punctuation to support meaning · Use knowledge of written code patterns to accurately spell high-frequency and familiar words · Use a range of strategies to record words/ideas of increasing complexity 	<p>Level 3 Inclusion (ISS Benchmarks) <i>Students will be able to show their understanding by:</i></p> <ol style="list-style-type: none"> a) Writing extended, coherent, varied texts using descriptive vocabulary, which communicate thoughts, feelings and experiences. b) Writing sentences with mostly correct word order, spelling and conventions. <p>Level 2 Withdrawal (ISS Benchmarks) <i>Students will be able to show their understanding by:</i> Organising ideas in a logical sequence</p> <ol style="list-style-type: none"> a) Writing sentences on various topics with using mostly correct spelling and punctuation. b) Writing compound and complex sentences using appropriate tenses and parts of speech.

- Realize that writers ask questions of themselves and identify ways to improve their writing, for example, “Is this what I meant to say?”, “Is it interesting/relevant?”
- Check punctuation, variety of sentence starters, spelling, presentation
- Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing
- Work cooperatively with a partner to discuss and improve each other’s work, taking the roles of authors and editors
- Work independently, to produce written work that is legible and well presented, written either by hand or in digital format

PHASE 3 PYP

Students will be able to:

- Engage confidently with the process of writing
- Write about a range of topics or a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading
- Use graphic organizers to plan writing, for example, Mind Maps®, storyboards
- Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end
- Use appropriate writing conventions, for example, word order, as required by the language(s) of instruction

- c) Using a variety of descriptive vocabulary to enhance their writing.

Level 1 Withdrawal (ISS Benchmarks)

Students will be able to show their understanding by:

- a) Forming letters and copying words
- b) Using knowledge of sound-symbol relationships to initiate spelling skills.
- c) Beginning to use high-frequency words to write short sentences.

- Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high frequency words, high interest words
- Use increasingly accurate grammatical constructs
- Write legibly, and in a consistent style
- Proofread their own writing and make some corrections and improvements
- Use feedback from teachers and other students to improve their writing
- Use a dictionary, a thesaurus and word banks to extend their use of language
- With teacher guidance, publish written work, in handwritten form or in digital format

PHASE 2 PYP

Students will be able to:

- Enjoy writing and value their own efforts
- Write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, “I like ...”, “I can ...”, “I went to ...”, “I am going to ...
- Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged

	<ul style="list-style-type: none"> • Participate in shared and guided writing, observing the teacher’s model, asking questions and offering suggestions • Create illustrations to match their own written text • Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality • Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas • Form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community • Write an increasing number of frequently used words or ideas independently 	
K1 & K2	<p>Phase 1 PYP Students will be able to:</p> <ul style="list-style-type: none"> • Experiment with writing using different writing implements and media • Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party • Differentiate between illustrations and written text • Use their own experience as a stimulus when drawing and “writing” 	<p><i>This is done by immersion in K1 and K2, or done in the students’ mother tongues.</i></p>

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| | <ul style="list-style-type: none">• Show curiosity and ask questions about written language• Participate in shared writing, observing the teacher's writing and making suggestions• Listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction• Begin to discriminate between letters/characters, numbers and symbols• Show an awareness of sound-symbol relationships and begin to recognize the way that some familiar sounds can be recorded• Write their own name independently | |
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