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Background

In February 2017, Qatar Foundation International (QFI) hosted a roundtable in New York City to produce initial guidelines for instruction on Arabic literacy for students in Arabic Dual Language Immersion (DLI) programs. Those involved in the first initial meeting in 2017 were Naglaa Elbadawi, Myriam Met, Dawn Samples, Caroline Daoud, Maha Afifi, Susan Hanna-Wicht, Nahil Ireiqat, Nawal Laymoun, Norman Sieweke, Michael Bacon, Dany Doueiri, Lina Kholaki, Iman Hashem, Mahbuba Hammad and Fatima Dayoub. The two-day convening raised numerous key issues about teaching Arabic in an Arabic DLI classroom. Significantly, they identified a major gap where teachers were using content from the public school curriculum—such as math, science or any other academic area—but they had no language goals to follow when it came to Arabic language arts.

The goal was to produce guidance for educators on Arabic language arts in the Arabic DLI classrooms. As a result, QFI assembled writing teams of educators to start working on this project to support other Arabic DLI educators and programs. These writing teams, who met in person in March and May of 2017, were comprised of Naglaa Elbadawi, Caroline Daoud, Fadwa Kharbatly, Layla Bahar Al-Aloom, Maha Afifi, Mazina Chamseddine, Mervat Ibrahim and Najah Hijazi. The documents created were shared with the rest of the Arabic DLI educators (from four different schools and four states) at the QFI-hosted Summer Institutes and professional development opportunities. The documents were continually revisited until recently when Naglaa Elbadawi compiled the various drafts and feedback into what we have here.

We understand that every Arabic DLI program may look different and employ a different model. The following document can be used by other Arabic DLI programs because, with the range of levels included on each skill for every learning group, this document can be adapted according to your school's model.

QFI & Arabic DLI

QFI supports the four public school Arabic DLI programs in the US: PS/IS 30 in Brooklyn, New York; Elizabeth Learning Center in Cudahy, CA; Arabic Immersion Magnet School in Houston, TX; and Baltimore International Academy in Baltimore, Maryland. To learn more about each of these schools and the support of QFI, please see the article that was published in ACTFL's Language Educator in April/May, 2020: https://www.qfi.org/wp-content/uploads/2020/05/TLE_AprMay20_FT-Allaf.pdf.

Special Thanks

Special thanks to Myriam Met and Dawn Samples, who have guided and advised the work of QFI with the Arabic DLI programs since 2013! A huge thank you to Naglaa Elbadawi, who started this work when she was in the trenches of an Arabic DLI classroom herself. Without Naglaa's commitment and dedication to this work, this final product would not have been possible. And many thank yous to those who 'touched' this project in some way over the past five years.

How to Use This Document

Table 1

Proficiency Benchmarks Table for Arabic Dual Language Immersion: KG–6th Grade

| | | | | | |
|-----------|-----------|---|---|---|---|
| 6 | Listening | | | | * |
| | Speaking | | | | * |
| | Reading | | | * | |
| | Writing | | | * | |
| 5 | Listening | | | * | |
| | Speaking | | | * | |
| | Reading | | | * | |
| | Writing | | | * | |
| 4 | Listening | | | * | |
| | Speaking | | | * | |
| | Reading | | * | | |
| | Writing | | * | | |
| 3 | Listening | | * | | |
| | Speaking | | * | | |
| | Reading | | * | | |
| | Writing | | * | | |
| 2 | Listening | | * | | |
| | Speaking | | * | | |
| | Reading | | * | | |
| | Writing | | * | | |
| 1 | Listening | | * | | |
| | Speaking | | * | | |
| | Reading | | * | | |
| | Writing | | * | | |
| KG | Listening | | * | | |
| | Speaking | | * | | |
| | Reading | * | | | |
| | Writing | * | | | |

 End of year target benchmark

Novice Low

Novice Mid

Novice High

Intermediate Low

Intermediate Mid

Table 1 points to where a student should be in terms of proficiency in the four language skills at the conclusion of each respective grade. For example, by the end of the fourth grade, a student should be at a 'Novice High' level in reading and writing and at 'Intermediate Low' in listening and speaking.

Blue is used throughout this document to reference the 'Novice' level, while **green** is used to reference the 'Intermediate' level, like the ACTFL pyramid color coding scheme. As you read through this document, you will notice that every grade level is separated into two sections. The first section identifies the benchmark 'can dos' for each skill in that grade. The target benchmark is noted by an asterisk and corresponds to Table 1, above. Because we know students in one grade will be at a variety of levels, the higher and lower benchmarks are also included. This section is designed for ease of use by you, the educator. The second section lists the proficiency benchmarks with the corresponding student-friendly 'I can' statements. This includes sub-sections to achieve a certain target proficiency benchmark and is designed to be easy to use by a student. An example is included below.

The target benchmark for a **Kindergarten (KG)** student in **listening** by the end of that school year is **Novice Mid**, as indicated by the ***** and noted in Table 1. At the Novice Mid listening benchmark, the student must be able to complete the four 'Novice Mid Listening Benchmarks.'

| | | | |
|--|-------|----------|---|
| Novice Mid  | NM.LB | 1 | I can demonstrate my understanding of simple and slow two-step instructions in class, when gestures and/or repetition are used. |
| | | 2 | I can recognize and begin to understand high-frequency phrases, when they are strongly supported by context. |
| | | 3 | I can understand memorized or familiar words and/or phrases, when they are supported by gestures or visuals in a read-aloud story. |
| | | 4 | I can demonstrate my understanding of predictable questions, statements and commands on familiar topic areas, with strong contextual support, but without the support of prompts. |

These four Novice Mid Listening Benchmarks are then expanded in the subsequent section with 'I can' statements that break down each of the four Novice Mid Listening Benchmarks.

Novice Mid, Listening Benchmark One can be read as **NM.LB.1**. A student can achieve the proficiency target of **NM.LB.1** in **KG** if they can complete the ‘I can’ statements corresponding with **NM.LB1.1** through to **NM.LB1.6**.

KG Listening

NM.LB **1** * Novice Mid

I can demonstrate my understanding of simple and slow one- and two-step instructions in class, when gestures, visuals and/or repetition are used.

- 1.1** I can recognize familiar words, such as names of familiar objects in the classroom, when an educator directs me to retrieve or use them.
- 1.2** I can understand polite greetings and expressions of thanks when they are supported with gestures or clues.
- 1.3** I can understand when people introduce themselves or present a simple idea.
- 1.4** I can understand and follow my teacher’s one-step direction in class.
- 1.5** I can understand a few courtesy phrases, with prompts.
- 1.6** I can recognize a few memorized words, when I hear them spoken together with support from visuals or clues.

KG Listening

NM.LB **2** * Novice Mid

I can recognize and begin to understand high-frequency phrases, when they are strongly supported by context.

- 2.1** I can listen to a story and speak about what I have heard, using class resources.
- 2.2** I can listen to a story, song or poem and tell someone how it makes me feel and/or make a connection to it.
- 2.3** I can listen and respond to basic statements in the learning environment (e.g., the morning message).
- 2.4** I can restate the main idea in a text that was read to me or from a video that I watched.
- 2.5** I can show my understanding of a simple, original story, enhanced by props and/or gestures.
- 2.6** I can recognize and understand simple multi-step instructions in class when gestures and repetition are used.

KG Listening

NM.LB **3** * Novice Mid

I can understand memorized or familiar words and phrases in a read-aloud story, when they are supported by gestures and or visuals.

- 3.1** I can understand key words and/or main ideas on familiar academic topics when they are supported by visuals and clues.
- 3.2** I can watch a short video clip and answer yes or no questions about what I have seen and understood.
- 3.3** I can recognize and understand simple multi-step instructions in class when gestures and repetition are used.
- 3.4** I can recognize several highly practiced or memorized sight words or daily practiced phrases, when my teacher is reading.

KG Listening

NM.LB **4** * Novice Mid

I can demonstrate my understanding of predictable questions, statements and commands on familiar topic areas, with strong contextual support but without the support of prompts.

- 4.1** I can show understanding of simple questions, statements and commands on an academic topic, with support.
- 4.2** I can understand short, simple messages, phrases or instructions on social topics.
- 4.3** I can recognize and understand some common weather expressions.
- 4.4** I can recognize and understand simple two-step instructions in class, when gestures and repetition are also used.
- 4.5** I can recognize and sometimes understand words and phrases for specific purposes, when speech is clear and slow.
- 4.6** I can recognize words that name colors when someone says them aloud or if I see them with pictures.
- 4.7** I can recognize the names of some parts of my body, in a health or a fitness class.

Notes throughout the document are given in parentheses. These notes indicate more specific information to support both the student and educator in their understanding of the benchmarks or to otherwise offer examples of a certain benchmark. Additionally, certain benchmarks are marked as an **End of Year Goal**. These benchmarks are being pointed out as such because they are especially difficult and educators should not expect students to reach this benchmark at the start of the school year, or before achieving other benchmarks.

Lastly, this document is also available in Arabic. In the Arabic version in the ‘I Can’ Writing sections for each grade level, there are added statements that dive into grammatical explanations that you will not find in this English version.

Kindergarten

| | | |
|-----------|-----------|---|
| KG | Listening | * |
| | Speaking | * |
| | Reading | * |
| | Writing | * |

Novice
Low

Novice
Mid

KG Listening Benchmarks

Novice Low

NL.LB

1

I can understand routine words or familiar words from daily speech, when they are supported by gestures or visual representation.

2

I can demonstrate my understanding of simple one-step instructions, when gestures and/or repetition are used.

3

I can recognize words associated with the immediate environment, such as names of familiar objects found in the classroom or home.

4

I can recognize isolated words or high-frequency phrases, when strongly supported by context and/or visuals.

Novice Mid

NM.LB

1

I can demonstrate my understanding of simple and slow two-step instructions in class, when gestures and/or repetition are used.

2

I can recognize and begin to understand high-frequency phrases, when they are strongly supported by context.

3

I can understand memorized or familiar words and/or phrases, when they are supported by gestures or visuals in a read-aloud story.

4

I can demonstrate my understanding of predictable questions, statements and commands on familiar topic areas, with strong contextual support, but without the support of prompts.

*

Novice High

NH.LB

1

I can demonstrate my understanding of highly contextualized keywords and/or main ideas on familiar academic topics.

2

I can demonstrate my understanding of simple questions, statements and commands on familiar topics and some sentences in new topics, with strong contextual support.

3

I can demonstrate my understanding of familiar stories that follow a logical order.

4

I can demonstrate my understanding of simple multi-step instructions in class, when gestures, visuals and/or repetition are used.

KG Speaking Benchmarks

Novice Low

NL.SB

1

I can use practiced and/or memorized words and/or phrases to express my basic needs, with the support of gestures, context or visuals (e.g., hunger or thirst, to use the bathroom, for school supplies).

2

I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

3

I can use single words to respond to questions about a specific and familiar topic area, in a predictable context.

4

I can present personal information about my life, activities and events, using simple words, most of the time.

Novice Mid

NM.SB

1

I can express basic preferences or feelings, using practiced or memorized words and phrases, with the support of gestures or visuals.

2

I can name familiar people, places and objects, using practiced or memorized words and phrases, with the support of gestures or visuals.

3

I can answer a few simple questions on familiar topics, using practiced or memorized words and phrases, with the support of gestures or visuals.

4

I can present personal information about my life, activities and events, using simple words, most of the time.



KG Reading Benchmarks

Novice Low

NL.RB

1

I can recognize and identify a limited number of characters by connecting letters to their sounds, supported by visuals.

2

I can occasionally identify memorized or familiar words in read-aloud stories, when they are strongly supported by context or visuals.

3

I can understand the concept of Arabic print.

Novice Mid

NM.RB

1

I can recognize some characters, individually and in combination, when decoding words.

2

I can identify several highly contextualized words and/or phrases.

3

I can use what I know about Arabic vocabulary and grammar to help me understand a text.

4

I can demonstrate my understanding of a grade-level text, with guidance (e.g., using information from simple expository texts).

KG Writing Benchmarks

Novice Low

NL.WB

1

I can use symbols, pictures or copied words to express a written task.

**2**

I can copy and attempt to write familiar words and/or phrases.

3

I can copy and produce isolated, basic characters.

4

I can copy or transcribe familiar words or phrases.

Novice Mid

NM.WB

1

I can produce from memory learned words and familiar phrases or copy memorized expressions.

2

I can combine two high frequency words to create a phrase (e.g., small + flower = small flower).

3

I can produce from memory a modest number of simple words or phrases in context, or to fill in a simple form with limited information (e.g., fill in the blanks).

KG Listening

NM.LB

1

*

Novice Mid

I can demonstrate my understanding of simple and slow one- and two-step instructions in class, when gestures, visuals and/or repetition are used.

1.1

I can recognize familiar words, such as names of familiar objects in the classroom, when an educator directs me to retrieve or use them.

1.2

I can understand polite greetings and expressions of thanks when they are supported with gestures or clues.

1.3

I can understand when people introduce themselves or present a simple idea.

1.4

I can understand and follow my teacher's one-step direction in class.

1.5

I can understand a few courtesy phrases, with prompts.

1.6

I can recognize a few memorized words, when I hear them spoken together with support from visuals or clues.

KG Listening

NM.LB

2

*

Novice Mid

I can recognize and begin to understand high-frequency phrases, when they are strongly supported by context.

2.1

I **can** listen to a story and speak about what I have heard, using class resources.

2.2

I **can** listen to a story, song or poem and tell someone how it makes me feel and/or make a connection to it.

2.3

I **can** listen and respond to basic statements in the learning environment (e.g., the morning message).

2.4

I **can** restate the main idea in a text that was read to me or from a video that I watched.

2.5

I **can** show my understanding of a simple, original story, enhanced by props and/or gestures.

2.6

I **can** recognize and understand simple multi-step instructions in class when gestures and repetition are used.

KG

Listening

NM.LB

3*****

Novice Mid

I can understand memorized or familiar words and phrases in a read-aloud story, when they are supported by gestures and or visuals.

3.1

I **can** understand key words and/or main ideas on familiar academic topics when they are supported by visuals and clues.

3.2

I **can** watch a short video clip and answer yes or no questions about what I have seen and understood.

3.3

I **can** recognize and understand simple multi-step instructions in class when gestures and repetition are used.

3.4

I **can** recognize several highly practiced or memorized sight words or daily practiced phrases, when my teacher is reading.

KG Listening

NM.LB

4

*

Novice Mid

I can demonstrate my understanding of predictable questions, statements and commands on familiar topic areas, with strong contextual support but without the support of prompts.

4.1

I can show understanding of simple questions, statements and commands on an academic topic, with support.

4.2

I can understand short, simple messages, phrases or instructions on social topics.

4.3

I can recognize and understand some common weather expressions.

4.4

I can recognize and understand simple two-step instructions in class, when gestures and repetition are also used.

4.5

I can recognize and sometimes understand words and phrases for specific purposes, when speech is clear and slow.

4.6

I can recognize words that name colors when someone says them aloud or if I see them with pictures.

4.7

I can recognize the names of some parts of my body, in a health or a fitness class.

KG Speaking

NM.SB

1

*

Novice Mid

I can express basic preferences or feelings, using memorized words and phrases, with the support of gestures and visuals.

1.1

I **can** express my likes and dislikes, using practiced or memorized words and phrases.

1.2

I **can** identify and express feelings on the feeling chart (e.g., happy, sad, angry, frustrated).

1.3

I **can** ask simple questions, when I need something (e.g., asking for school supplies).

1.4

I **can** use polite statements such as 'thank you,' 'you are welcome' or 'you too.'

1.5

I **can** use words or short phrases when talking about myself or my family (e.g., to explain how many people live in my home).

1.6

I **can** point to things in my immediate environment and talk about them, using multiple words or short phrases.

1.7

I **can** draw how I feel and then use words to explain my drawing.

KG Speaking

NM.SB

2

*

Novice Mid

I can name familiar people, places and objects, using practiced or memorized words and phrases, with the support of gestures and visuals.

2.1

I **can** match some high-frequency spoken phrases and expressions on limited topics with picture cards or posters.

2.2

I **can** name familiar people in my school and their job titles.

2.3

I **can** imitate simple representations of familiar ideas, events and information (e.g., redo/repeat what my teacher does or say to present the idea that I am learning about).

2.4

I **can** name objects that I see every day in and outside the classroom.

2.5

I **can** use multiple words or phrases to answer questions on an extremely limited academic topic.

KG Speaking

NM.SB

3

*

Novice Mid

I can answer a few simple questions on daily familiar topics, using practiced or memorized words and phrases, with the support of gestures and visuals.

3.1

I can recall important facts from a text, using correct words and phrases.

3.2

I can ask and answer questions about key details in a text, with prompts and support.

3.3

I can use titles and illustrations to make predictions about different types of text.

3.4

I can restate the main idea of a text, which was read to me, or from a video that I watched.



End of Year Goal

3.5

I can identify basic similarities and differences between two texts on the same topic (e.g., a comparison of illustrations, descriptions or procedures), with prompts and support.

KG Speaking

NM.SB

4

*

Novice Mid

I can present personal information about my life, activities and events, using simple words, most of the time.

4.1

I **can** recite poems and sing songs, with my teacher and classmates.

4.2

I **can** imitate or use simple, basic oral interactions to express my needs (e.g., hunger or thirst, to use a bathroom, for school supplies).

4.3

I **can** use multiple words, phrases or expressions for daily situations and in the immediate environment.

4.4

I **can** repeat and create simple, patterned, oral phrases about social topics, in the learning environment.

4.5

I **can** use memorized expressions on a limited number of learned or new topics.

KG

Reading

Category One: Decoding/Recalling

NL.RB

1

*

Novice Low

I can recognize and identify a limited number of alphabet characters, by connecting letters to their sounds, with support from visuals.

1.1

I **can** point to an isolated letter, when I hear its name, as well as identifying all the letters in my own name.

1.2

I **can** recognize the sound of a few letters, when they are spoken or spelled out.

1.3

I **can** make the sound of some stand-alone letters, when my teacher points at or asks about them.

1.4

I **can** recognize the sound of the first letter of familiar names (e.g., my name or the name of a friend).

1.5

I **can** identify and name letters, when they are written in isolation.

1.6

I **can** recognize a word by looking at a visual equivalent (e.g., by looking at picture clues to recognize the word).

1.7

I **can** read along with some sight words in a short, simple story, poem or song, together with my teacher and classmates.

KG

Reading

Category Two: Understanding Meaning

NL.RB

2

*

Novice Low

I can occasionally identify memorized or familiar sight words in a read-aloud story, when they are strongly supported by context and visuals.

2.1

I can figure out the labels on objects in the classroom (e.g., to find an object in the classroom by reading its label or using visual clues to identify labels).

2.2

I can use pictures in a book to help me figure out the meaning of some words or phrases (e.g., match pictures of objects to their labels).

2.3

I can identify and name the different parts of a book (e.g., front and back covers, title page, author and illustrator).

2.4

I can use titles and illustrations to make predictions about what will happen in a text.

2.5

I can use picture clues to determine elements of a story (e.g., with prompts or support, I can identify the characters, settings or plot of a story).

2.6

I can identify types of everyday print materials (e.g., recognize common types of texts, such as storybooks, poems, newspapers, signs, labels).

2.7

I can demonstrate my understanding of a grade-level text, when my teacher is reading aloud to me, with guidance and scaffolds.



Reading

Category Two: Understanding Meaning

NL.RB



Novice Low

I can understand the concept of Arabic print.

3.1

I can recognize that spoken words can be represented in print for communication.

3.2

I can identify the front cover, back cover and title page of a book, starting with the right-to-left direction of Arabic text.

3.3

I can notice features of words, phrases or sentences (e.g., I can recognize that words have different letters, that a phrase has more than one word and is separated by spaces, and that sentences are made up of words separated by spaces and an ending punctuation mark).

KG

Writing

NL.WB

1*******Novice Low**

I can use symbols, pictures or words to express myself in a written task.

1.1

I can trace, form or shape all letters of the Arabic alphabet in their isolated and original forms.

1.2

I can copy/write and recognize the Arabic letters in isolated forms, when I see them.

1.3

I can color within the lines, when decorating my Arabic alphabet.

1.4

I can draw a topic, including symbols or words from the word box.

1.5

I can match a picture of an item to the sound of its initial letter.

1.6

I can copy or attempt to write some letters of the alphabet with their dots, when appropriate.

KG Writing

NL.WB

2

*

Novice Low

I can copy and attempt to write familiar words and/or phrases.

2.1

I can write from right to left and from top to bottom.

2.2

I can copy words and short sentences, for the most part.

2.3

I can copy all letters of the alphabet with their dots.

2.4

I can write my first name, using the alphabet chart.

2.5

I can copy words and phrases that I have learned.

KG

Writing

NL.WB

3*******Novice Low**

I can copy or transcribe familiar words and/or simple phrases about social or academic topics.

3.1

I can write and distinguish long vowels in a word, topic or book.

3.2

I can use a combination of drawing and dictation to state my opinion or preference about a topic or book.

3.3

I can draw ideas from personal experience, with the support of “visual word banks”.

3.4

I can use finger spaces between words, when copying off the board.

3.5

I can name and draw the main topic idea of the text, with support from prompts and/or visuals.

3.6

I can illustrate, write and/or label or dictate to create a writing task, with prompts.

**End of Year Goal****3.7**

I can sound out, blend in and write a consonant vowel consonant (CVC) word. (e.g., write two or three letter sounds in a given word, such as $\text{c} \text{v} \text{c}$).

1st Grade

| | | |
|----------|-----------|---|
| 1 | Listening | * |
| | Speaking | * |
| | Reading | * |
| | Writing | * |

1 Listening Benchmarks

Novice Low

NL.LB

- 1** I can understand routine words or familiar words from daily speech, when they are supported by gestures or visual representation.
 - 2** I can demonstrate my understanding of simple one-step instructions, when gestures and/or repetition are used.
 - 3** I can recognize words associated with the immediate environment, such as names of familiar objects found in the classroom or home.
 - 4** I can recognize isolated words or high-frequency phrases, when they are strongly supported by context and/or visuals.
-

Novice Mid

NM.LB



- 1** I can demonstrate my understanding of simple and slow two-step instructions in class, when gestures and/or repetition are used.
 - 2** I can recognize and begin to understand high-frequency phrases, when they are strongly supported by context.
 - 3** I can understand memorized or familiar words or phrases in a read-aloud story, when they are supported by gestures or visuals.
 - 4** I can demonstrate my understanding of predictable questions, statements and commands on familiar topic areas, with strong contextual support but without the support of prompts.
-

Novice High

NH.LB

- 1** I can demonstrate my understanding of highly contextualized key words and/or main ideas on familiar academic topics.
- 2** I can demonstrate my understanding of simple questions, statements and commands on familiar topics and some sentences in new topics, with strong contextual support.
- 3** I can demonstrate my understanding of familiar stories that follow a logical order.
- 4** I can demonstrate my understanding of simple multi-step instructions in class, when gestures, visuals and/or repetition are used.

1 Speaking Benchmarks

Novice Low

NL.SB

- 1 I can use practiced and/or memorized words or phrases to express my basic needs, with the support of gestures, context or visuals (e.g., hunger or thirst, cold, to use the bathroom, for school supplies).
- 2 I can express my preferences on familiar and everyday topics of interest and, using simple sentences, explain why I feel that way.
- 3 I can use single words to respond to questions about a specific familiar topic area, in a predictable context.
- 4 I can present personal information about my life, activities and events, using simple words, most of the time.

Novice Mid

NM.SB



- 1 I can express basic preferences or feelings, using practiced or memorized words and phrases, with the support of gestures or visuals.
- 2 I can name familiar people, places and objects, using practiced or memorized words and phrases, with the support of gestures or visuals.
- 3 I can answer a few simple questions on familiar topics, using practiced or memorized words and phrases, with the support of gestures or visuals.
- 4 I can present personal information about my life, activities and events, using simple words, most of the time.

Novice High

NH.SB

- 1 I can present information about myself, my interests and my activities, using a mixture of practiced or memorized words, phrases and simple sentences.
- 2 I can request and provide information on familiar topics by creating questions and/or simple sentences.
- 3 I can express, ask about and react to preferences, opinions or feelings, with some details, by creating short sentences and asking appropriate follow-up questions.
- 4 I can present simple information on familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.
- 5 I can use short phrases and other memorized expressions to answer questions about familiar academic and social topics.

1 Reading Benchmarks

Novice Low

NL.RB

- 1** I can recognize and identify a limited number of characters by connecting letters to their sounds, when supported by visuals.
 - 2** I can occasionally identify memorized or familiar words in read-aloud stories, when they are strongly supported by context or visuals.
 - 3** I can understand the concept of Arabic print.
-

Novice Mid

NM.RB



- 1** I can recognize some characters, individually and in combination, when decoding words.
 - 2** I can identify several highly contextualized words and/or phrases.
 - 3** I can use what I know about Arabic vocabulary and grammar to help me understand a text.
 - 4** I can demonstrate my understanding of a grade-level text, with guidance (e.g., using information from simple expository texts).
-

Novice High

NH.RB

- 1** I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand grade-level texts, with guidance.
- 2** I can demonstrate my understanding of short, non-complex texts that convey basic information and are scaffolded with contextual or extralinguistic support.
- 3** I can identify the beginning, middle and end of a sentence-based text (e.g., a narrative or informational text that is supported by illustrations), when a text is read aloud by my teacher.

1 Writing Benchmarks

Novice Low

- NL.WB **1** I can use symbols, pictures or copied words to express myself in a written task.
- 2** I can copy and attempt to write familiar words and or phrases.
- 3** I can copy and produce isolated and basic characters.
- 4** I can copy or transcribe familiar words or phrases.
-

Novice Mid



- NM.WB **1** I can produce from memory learned words and familiar phrases or copy memorized expressions.
- 2** I can combine two high frequency words to create a phrase (e.g., small + flower = small flower).
- 3** I can produce from memory a modest number of simple words or phrases in context, or to fill in a simple form with limited information (e.g., fill in the blanks).
-

Novice High

- NH.WB **1** I can write lists, labels and memorized phrases on familiar social or academic topics.
- 2** I can write simple and/or original strings of sentences on familiar or informational topics.
- 3** I can write original strings of sentences on familiar academic topics, or on informational texts, which do not have to be connected.

1 Listening

NM.LB

1

*

Novice Mid

I can demonstrate my understanding of simple and slow two-step instructions in class, when gestures and/or repetition are used.

1.1

I can recognize familiar words, such as names of familiar objects in the classroom, when the teacher directs me to retrieve or use them.

1.2

I can understand polite greetings and expressions of thanks, when supported with gestures or clues.

1.3

I can understand when people introduce themselves or present a simple idea.

1.4

I can understand and follow my teacher's one-step direction in class.

1.5

I can understand a few courtesy phrases, with prompts.

1.6

I can recognize a few memorized words, when I hear them spoken, with support from visuals or clues.

1 Listening

NM.LB

2

*

Novice Mid

I can recognize and begin to understand high-frequency phrases, when they are strongly supported by context.

2.1

I can listen to a story and speak about what I have heard, using class resources.

2.2

I can listen to a story, song or poem and tell someone how it makes me feel and/or make a connection to it.

2.3

I can listen and respond to basic statements in the learning environment (e.g., the morning message).

2.4

I can restate the main idea in a text that was read to me or from a video that I watched.

2.5

I can show my understanding of a simple, original story, enhanced by props and/or gestures.

2.6

I can recognize and understand simple multi-step instructions in class when gestures and repetition are used.

1 Listening

NM.LB

3

*

Novice Mid

I can understand memorized or familiar words and phrases in a read-aloud story, when they are supported by gestures and or visuals.

3.1

I **can** understand key words and/or main ideas on familiar academic topics when they are supported by visuals and clues.

3.2

I **can** watch a short video clip and answer yes or no questions about what I have seen and understood.

3.3

I **can** recognize and understand simple multi-step instructions in class when gestures and repetition are used.

3.4

I **can** recognize several highly practiced or memorized sight words or daily practiced phrases, when my teacher is reading.

1 Listening

NM.LB

4

*

Novice Mid

I can demonstrate my understanding of predictable questions, statements and commands on familiar topic areas, with strong contextual support but without the support of prompts.

4.1

I can show understanding of simple questions, statements and commands on an academic topic, with support.

4.2

I can understand short, simple messages, phrases or instructions on social topics.

4.3

I can recognize and understand some common weather expressions.

4.4

I can recognize and understand simple two-step instructions in class, when gestures and repetition are also used.

4.5

I can recognize and sometimes understand words and phrases for specific purposes, when speech is clear and slow.

4.6

I can recognize words that name colors when someone says them aloud or if I see them with pictures.

4.7

I can recognize the names of some parts of my body, in a health or a fitness class.

1 Speaking

NM.SB

1

*

Novice Mid

I can express basic preferences or feelings, using memorized words and phrases, with the support of gestures and visuals.

1.1

I **can** express my likes and dislikes, using practiced or memorized words and phrases.

1.2

I **can** identify and express feelings on the feeling chart (e.g., happy, sad, angry, frustrated).

1.3

I **can** ask simple questions, when I need something (e.g., asking for school supplies).

1.4

I **can** use polite statements such as 'thank you,' 'you are welcome' or 'you too.'

1.5

I **can** use words or short phrases when talking about myself or my family (e.g., to explain how many people live in my home).

1.6

I **can** point to things in my immediate environment and talk about them, using multiple words or short phrases.

1.7

I **can** draw how I feel and then use words to explain my drawing.

1 Speaking

NM.SB

2

*

Novice Mid

I can name familiar people, places and objects, using practiced or memorized words and phrases, with the support of gestures and visuals.

2.1

I **can** match some high-frequency spoken phrases and expressions on limited topics with picture cards or posters.

2.2

I **can** name familiar people in my school and their job titles.

2.3

I **can** imitate simple representations of familiar ideas, events and information (e.g., redo/repeat what my teacher does or say to present the idea that I am learning about).

2.4

I **can** name objects that I see every day in and outside the classroom.

2.5

I **can** use multiple words or phrases to answer questions on an extremely limited academic topic.

1 Speaking

NM.SB

3

*

Novice Mid

I can answer a few simple questions on daily familiar topics, using practiced or memorized words and phrases, with the support of gestures and visuals.

3.1

I can recall important facts from a text, using correct words and phrases.

3.2

I can ask and answer questions about key details in a text, with prompts and support.

3.3

I can use titles and illustrations to make predictions about different types of text.

3.4

I can restate the main idea of a text, which was read to me, or from a video that I watched.



End of Year Goal

3.5

I can identify basic similarities and differences between two texts on the same topic (e.g., a comparison of illustrations, descriptions or procedures), with prompts and support.

1 Speaking

NM.SB

4

*

Novice Mid

I can present personal information about my life, activities and events, using simple words, most of the time.

4.1

I **can** recite poems and sing songs, with my teacher and classmates.

4.2

I **can** imitate or use simple, basic oral interactions to express my needs (e.g., hunger or thirst, to use a bathroom, for school supplies).

4.3

I **can** use multiple words, phrases or expressions for daily situations and in the immediate environment.

4.4

I **can** repeat and create simple, patterned, oral phrases about social topics, in the learning environment.

4.5

I **can** use memorized expressions on a limited number of learned or new topics.

1 Reading

NM.RB

1

*

Novice Mid

I can recognize some characters, individually and in combination, when decoding words.

1.1

I can recognize isolated or standalone letters and connected letters.

1.2

I can identify and name each letter in different forms (e.g., the beginning, connected and end forms, such as ق - ق - ق).

1.3

I can recognize the beginning and ending sounds of a word.

1.4

I can distinguish long and short vowels, when reading short words.

1.5

I can segment spoken or written words into two or three syllables to read.

1.6

I can match all letters with their corresponding long or short sounds, when working on an activity that requires reading.

1.7

I can blend two or more letters to sound out words, using what I know about long vowels (e.g., ي , و , آ , حروف المد and الحركات fatha فتحة, damma ضمة, kasra كسرة, shadda شدة and tanween تنوين).

1.8

I can decode grade-appropriate words, with guidance and practice.

1 Reading

NM.RB **2** * Novice Mid

I can identify several highly contextualized words and/or phrases.

- 2.1** I can recognize words and/or phrases in a predictable pattern.
- 2.2** I can recognize a word and/or phrase by memory.
- 2.3** I can recognize a word by looking at the first letter.
- 2.4** I can point to a word, when I hear it spoken.
- 2.5** I can match the picture to a word that expresses the same meaning.
- 2.6** I can identify and read 25 or more high-frequency sight words.
- 2.7** I can read patterned short sentences that contain learned or familiar words and phrases.

1 Reading

NM.RB

3

*

Novice Mid

I can use what I know about Arabic vocabulary and grammar to help me understand texts.

3.1

I **can** identify and understand words that name actions, directions, positions and locations, when my teacher is reading a picture book aloud.

3.2

I **can** identify and sort words into conceptual categories (e.g., opposites, living things).

3.3

I **can** derive the meaning of unfamiliar words by looking at pictures that accompany those words.

3.4

I **can** look for familiar labels on pictures to understand what the text is about.

3.5

I **can** focus on the character's action in a picture book/card to understand the action verb.

1 Reading

NM.RB

4

*

Novice Mid

I can demonstrate my understanding of a grade-level text, with guidance (e.g., using information from simple expository texts).

4.1

I can demonstrate my control of right to left movements and the return sweep of my fingers, while following a reading task.

4.2

I can use the front cover, back cover and title of a book to predict what the story is about.

4.3

I can understand familiar concepts in stories and illustrations.

4.4

I can use visual information to predict, check and confirm what I read.

4.5

I can demonstrate my understanding of the story and characters.

4.6

I can guess things about a short and simple story by sounding out some words and looking at pictures.

4.7

I can compare pictures on different pages to understand the sequence of the story.

4.8

I can identify the information that different parts of a book provide (e.g., the title, author, illustrator, table of contents).

4.9

I can make connections between myself, a text and the world around me.

1 Writing

NM.WB

1

*

Novice Mid

I can produce from memory learned words and familiar phrases or copy memorized expressions.

1.1

I can write from right to left and from top to bottom.

1.2

I can copy words and short sentences, for the most part, including periods of the day, months, the seasons and days of the week (e.g., 'good morning' and 'today is Tuesday').

1.3

I can copy all letters of the alphabet with their dots.

1.4

I can write my first name using the alphabet chart.

1.5

I can copy words and phrases that I have learned.

1 Writing

NM.WB

2

*

Novice Mid

I can combine two high frequency words to create a phrase, using support from a 'word wall' (e.g., small + flower = small flower).

2.1

I can write and distinguish long vowels in a word, topic or book.

2.2

I can use a combination of drawing and dictation to state my opinion or preference about a topic or book (e.g., 'I like ...': أنا أحب...).

2.3

I can use finger spaces between words, when copying off of the white board.

2.4

I can name and draw the main topic of the text, with support from prompts and/or visuals.

2.5

I can draw, write, label and/or dictate a writing task, with prompts.

1 Writing

NM.WB

3

*

Novice Mid

I can produce from memory a modest number of simple words or phrases in context, or to fill in a simple form with limited information (e.g., fill in the blanks).

3.1

I can name and draw the main topic of a text, with support from prompts and/or visuals.

3.2

I can write one simple sentence about a familiar topic, using a 'word bank' or visual 'word wall.'

3.3

I can use a combination of drawing and simple sentences to state my opinion or preference about a topic or book.

3.4

I can draw ideas from personal experience, with the support of a 'visual word bank' (e.g., 'what do I like ...?', 'my family,' 'my friends,' 'my colors': 'ماذا أحب' ... 'أسرتي' ... 'أصدقائي' ... 'ألواني').

2nd Grade

| | | |
|----------|-----------|---|
| 2 | Listening | * |
| | Speaking | * |
| | Reading | * |
| | Writing | * |

Novice
Mid

Novice
High

2 Listening Benchmarks

Novice Mid

- NM.LB
- 1** I can demonstrate my understanding of simple and slow two-step instructions in class, when gestures and/or repetition are used.
 - 2** I can recognize and begin to understand high-frequency phrases, when they are strongly supported by context.
 - 3** I can understand memorized or familiar words or phrases in a read-aloud story, when they are supported by gestures or visuals.
 - 4** I can demonstrate my understanding of predictable questions, statements and commands on familiar topic areas, with strong contextual support but without the support of prompts.
-

Novice High



- NH.LB
- 1** I can demonstrate my understanding of highly contextualized key words and/or main ideas on familiar academic topics.
 - 2** I can demonstrate my understanding of simple questions, statements and commands on familiar topics and some sentences in new topics, with strong contextual support.
 - 3** I can demonstrate my understanding of familiar stories that follow a logical order.
 - 4** I can demonstrate my understanding of simple multi-step instructions in class, when gestures, visuals and/or repetition are used.
-

Intermediate Low

- IL.LB
- 1** I can demonstrate my understanding of familiar questions, commands and statements in a limited number of content areas, with contextual support.
 - 2** I can follow simple multi-step instructions that are not accompanied by gestures and/or repetition.
 - 3** I can demonstrate my understanding of the main idea and a few details from short conversations or presentations, brief announcements made at school and/or folk/fairy tales or other children's stories.

2 Speaking Benchmarks

Novice Mid

- NM.SB
- 1 I can express basic preferences or feelings, using practiced or memorized words and phrases, with the support of gestures or visuals.
 - 2 I can name familiar people, places and objects, using practiced or memorized words and phrases, with the support of gestures or visuals.
 - 3 I can answer a few simple questions on familiar topics, using practiced or memorized words and phrases, with the support of gestures or visuals.
 - 4 I can present personal information about my life, activities and events, using simple words, most of the time.
-

Novice High

- NH.SB
- 
- 1 I can present information about myself, my interests and my activities, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 2 I can request and provide information on familiar topics by creating questions and/or simple sentences.
 - 3 I can express, ask about and react to preferences, opinions or feelings, with some details, by creating short sentences and asking appropriate follow-up questions.
 - 4 I can present simple information on familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 5 I can use short phrases and other memorized expressions to answer questions about familiar academic and social topics.
-

Intermediate Low

- IL.SB
- 1 I can tell a story about my life, activities, events and other social experiences, using individual and series of sentences.
 - 2 I can express my likes and dislikes about familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 3 I can state my viewpoint on familiar topics and give some reasons to support it, using individual and series of connected sentences.

2 Reading Benchmarks

Novice Low

NL.RB

- 1** I can recognize and identify a limited number of characters by connecting letters to their sounds, when supported by visuals.
 - 2** I can occasionally identify memorized or familiar words in read-aloud stories, when they are strongly supported by context or visuals.
 - 3** I can understand the concept of Arabic print.
-

Novice Mid

NM.RB



- 1** I can recognize some characters, individually and in combination, when decoding words.
 - 2** I can identify several highly contextualized words and/or phrases.
 - 3** I can use what I know about Arabic vocabulary and grammar to help me understand a text.
 - 4** I can demonstrate my understanding of a grade-level text, with guidance (e.g., using information from simple expository texts).
 - 5** I can demonstrate my understanding of grade-level texts, with guidance, through independent reading (e.g., using background knowledge to independently read a grade-level task).
-

Novice High

NH.RB

- 1** I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand grade-level texts, with guidance.
- 2** I can demonstrate my understanding of short, non-complex texts that convey basic information and are scaffolded with contextual or extralinguistic support.
- 3** I can identify the beginning, middle and end of a sentence-based text (e.g., a narrative or informational text that is supported by illustrations), when a text is read aloud by my teacher.

2 Writing Benchmarks

Novice Low

- NL.WB
- 1** I can use symbols, pictures or copied words to express myself in a written task.
 - 2** I can copy and attempt to write familiar words and or phrases.
 - 3** I can copy and produce isolated and basic characters.
 - 4** I can copy or transcribe familiar words or phrases.
-

Novice Mid



- NM.WB
- 1** I can produce from memory learned words and familiar phrases or copy memorized expressions.
 - 2** I can combine two high frequency words to create a phrase (e.g., small + flower = small flower).
 - 3** I can produce from memory a modest number of simple words or phrases in context, or to fill in a simple form with limited information (e.g., fill in the blanks).
 - 4** I can write simple and/or original sentence patterns on familiar or informational topics.
-

Novice High

- NH.WB
- 1** I can write lists, labels and memorized phrases on familiar social or academic topics.
 - 2** I can write simple and/or original strings of sentences on familiar or informational topics.
 - 3** I can write original strings of sentences, which do not have to be connected, on familiar academic topics, or on informational texts

2 Listening

NH.LB **1** * Novice High

I can demonstrate my understanding of highly contextualized key words and/or main ideas on familiar academic topics.

1.1 I can understand and follow simple directions given by teachers on everyday routines.

1.2 I can show respect for the presenter in my reading group or in a large class presentation.

1.3 I can understand clear and repeated directions about instructional activities or required tasks.

2 Listening

NH.LB

2

*

Novice High

I can demonstrate my understanding of simple questions, statements and commands on familiar topics, as well as some sentences on new topics, with strong contextual support.

2.1

I can listen to and understand simple oral sentences in a variety of familiar situations.

2.2

I can use what I know about a topic to help me understand presentations by my classmates.

2.3

I can watch a short, simple video and answer questions about what I have seen.

2.4

I can use clues to make predictions about what I am going to listen to.

2.5

I can use key content words that I already know, to follow read-aloud texts or videos that I have watched to make inferences to understand the presented topic or task

2 Listening

NH.LB

3

*

Novice High

I can demonstrate my understanding of familiar stories that follow a logical order.

3.1

I can use gestures, intonation and visual support to understand questions and commands given by my teacher.

3.2

I can listen to different kinds of texts (e.g., legends, songs and plays) and notice how they are different.

3.3

I can listen to and understand a series of oral sentences, or a short oral presentation on a familiar topic, in structured situations.

3.4

I can acknowledge the differences between individuals' speech, by their gestures, body language and visual representations.

3.5

I can view and understand a variety of events and representations in the learning environment, using 'anchor charts' with pictures or drawings, movies or picture books.

2 Listening

NH.LB

4

*

Novice High

I can demonstrate my understanding of simple multi-step instructions in class, when gestures, visuals and/or repetition are used.

4.1

I can listen to presentations by classmates and understand the main ideas.

4.2

I can find the information I need from given sources on a given topic (e.g., collecting information from a video or an animation).

4.3

I can identify the beginning, middle and end of a story that I have watched or heard, using phrases that I know.

4.4

I can watch a short and simple video and speak with peers about the events depicted in the story.

4.5

I can listen to different kinds of poems or stories with my classmates.

4.6

I can watch a cultural presentation and, using simple individual and strings of sentences, I can explain to someone else what it is that I have seen.

2 Speaking

NH.SB

1

*

Novice High

I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

1.1

I **can** talk in simple terms about something that has happened to me and about how it makes me feel, using different phrases.

1.2

I **can** use respectful words, tone of voice and gestures, when speaking to someone I know.

1.3

I **can** participate in an Arabic cultural activity and talk about it, using learned phrases, original phrases or visual representation.

1.4

I **can** speak in simple oral sentences, with guidance, in a variety of familiar situations (e.g., to greet different kinds of people using words that I learned).

1.5

I **can** retell stories including key details and demonstrate my understanding of their central message and/or lesson.

1.6

I **can** introduce myself to others by telling them something about me or something I know well (e.g., a favorite song, story, book or poem that we have learned in class).

2 Speaking

NH.SB

2

*

Novice High

I can request and provide information on familiar topics by creating questions and/or simple sentences.

2.1

I **can** use a variety of forms to create simple representations of ideas, using learned phrases and simple sentences.

2.2

I **can** speak in a small group about something that I learned, using learned or original phrases together with pictures, to help my peers understand.

2.3

I **can** describe the emotions and actions of characters, using original phrases or simple sentences.

2.4

I **can** describe characters in a story and the reasons for their actions, using original phrases or simple sentences.

2.5

I **can** describe the interaction of characters, using original phrases or simple sentences.

2.6

I **can** connect the meaning of a well-known story or fable to personal experiences.

2 Speaking

NH.SB

3

*

Novice High

I can express, ask about and react to preferences, opinions or feelings, with some details, by creating short sentences and asking appropriate follow-up questions.

3.1

I **can** ask someone for their opinion about something that I know or like, using a given checklist.

3.2

I **can** use or sort different given phrases to create my own poetry and share it orally with a partner.

3.3

I **can** ask and answer questions about a topic to help others in my group, using phrases and sentences.

3.4

I **can** ask questions about a topic and, using simple sentences, I can explain what I need to learn more about.

3.5

I **can** speak about a text in an expressive way to accurately reflect what is happening in the text.

3.6

I **can** use a variety of interactive strategies to enhance language use, when presenting my work.

3.7

I **can** describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

3.8

I **can** ask and answer such questions as who, what, where, when, why and how, to demonstrate my understanding of key details in a text.

2 Speaking

NH.SB

4

*

Novice High

I can present simple information on every day and familiar academic and social topics, using a mixture of practiced or memorized words, phrases and simple sentences.

4.1

I **can** talk about something I created and talk to my classmates about what they have created (e.g., a story that I wrote or a puzzle that I finished).

4.2

I **can** use short phrases or learned expressions to answer questions about familiar academic or social topics.

4.3

I **can** orally produce, either spontaneously or with guidance, a series of interrelated ideas on a familiar topic.

4.4

I **can** explain my viewpoint about something, using teacher support and/or using learned statements.

4.5

I **can** express an opinion in a meaningful way about a topic that I know well.



End of Year Goal

4.6

I **can** use illustrations and details in a story to describe its characters, setting and events.

4.7

I **can** speak about how characters in a story respond to major events and challenges.

4.8

I **can** view and respond to events and/or representations in the learning environment.

2 Reading

NM.RB

1

*

Novice Mid

I can recognize some characters, individually and in combination, when decoding words.

1.1

I can recognize isolated or standalone letters and connected letters.

1.2

I can identify and name each letter in different forms (e.g., the beginning, connected and end forms, such as ق - ق - ق).

1.3

I can recognize the beginning and ending sounds of a word.

1.4

I can distinguish long and short vowels, when reading short words.

1.5

I can segment spoken or written words into two or three syllables to read.

1.6

I can match all letters with their corresponding long or short sounds, when working on an activity that requires reading.

1.7

I can blend two or more letters to sound out words, using what I know about long vowels (e.g., و , ي , آ حروف المد and الحركات fatha فتحة, damma ضمة, kasra كسرة, shadda شدة and tanween تنوين).

1.8

I can decode grade-appropriate words, with guidance and practice.

2 Reading

NM.RB **2** * Novice Mid

I can identify several highly contextualized words and/or phrases.

- 2.1** I can recognize words and/or phrases in a predictable pattern.
- 2.2** I can recognize a word and/or phrase by memory.
- 2.3** I can recognize a word by looking at the first letter.
- 2.4** I can point to a word, when I hear it spoken.
- 2.5** I can match the picture to a word that expresses the same meaning.
- 2.6** I can identify and read 25 or more high-frequency sight words.
- 2.7** I can read patterned short sentences that contain learned or familiar words and phrases.
- 2.8** I can look for familiar labels on pictures to understand what the text is about.

2 Reading

NM.RB

3

*

Novice Mid

I can use what I know about Arabic vocabulary and grammar to help me understand texts.

3.1

I can identify and understand words that name actions, directions, positions and locations, when my teacher is reading aloud from a picture book.

3.2

I can distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., verbs such as *طال* *ضال* *كال* *سال* *مال* or nouns such as *حقل* *حفل*).

3.3

I can identify and sort words into conceptual categories (e.g., opposites or living things, such as *صباح* is the opposite of *مساء* or *نور وظلمة* or *مشمس*, 'sunny' and 'rainy' *ممطر*).

3.4

I can recognize and read grade-appropriate, irregularly spelled words (e.g., words spelled with 'alif maqsura' 'ي,' which looks like *ي* but sounds like 'I' alef).

3.5

I can understand words with common prefixes (e.g., verbs that begin with *ي* when they are in male form but begin with *ت* when addressing a female form).

3.6

I can use my knowledge of possessive pronouns *ضمائر الملكية و المخاطب* (second person) to understand the characters and events of a read-aloud story.

2 Reading

NM.RB

4

*

Novice Mid

I can demonstrate my understanding of a grade-level text, with guidance (e.g., using information from simple expository texts).

4.1

I can use the front cover, back cover and title of a book to predict what the story is about.

4.2

I can understand familiar concepts in stories and illustrations.

4.3

I can use visual information to predict, check and confirm what I read.

4.4

I can demonstrate my understanding of the story and characters.

4.5

I can focus on the character's action in a picture book/card to understand the action verb.

4.6

I can guess things about a short and simple story by sounding out some words and looking at pictures.

4.7

I can compare pictures on different pages to understand the sequence of a story.

4.8

I can identify the information that different parts of a book provide (e.g., the title, author, illustrator, table of contents).

4.9

I can make connections between myself, a text and the world around me.

2 Reading

NM.RB

5

*

Novice Mid

I can demonstrate my understanding of a grade-level text, with guidance, through independent reading.

5.1

I can self-monitor and notice mismatches in meanings, pictures or other simple language phrases.

5.2

I can reread to confirm or figure out meaning or new words.

5.3

I can independently solve, sound out or read some new words.

5.4

I can recognize known words quickly and use them to figure out the meaning of other new words.

5.5

I can demonstrate my understanding by talking about a text after reading it.

5.6

I can talk about ideas in the text and relate them to my experiences and to other texts.

5.7

I can use context to confirm or self-correct my word recognition and understanding; I may re-read, if necessary.

2 Writing

NM.WB

1

*

Novice Mid

I can produce from memory learned words and familiar phrases or copy memorized expressions.

1.1

I can write from right to left and from top to bottom.

1.2

I can copy words and short sentences, for the most part, including periods of the day, months, the seasons and days of the week (e.g., 'good morning' and 'today is Tuesday').

1.3

I can copy all letters of the alphabet with their dots.

1.4

I can write my first name using the alphabet chart.

1.5

I can copy words and phrases that I have learned.

2 Writing

NM.WB

2

*

Novice Mid

I can combine two high frequency words to create a phrase, using support from a 'word wall' (e.g., small + flower = small flower).

2.1

I can write and distinguish long vowels in a word, topic or book.

2.2

I can use a combination of drawing and dictation, to state my opinion or preference about a topic or book (e.g., 'I like ...', 'أنا أحب...').

2.3

I can draw ideas from personal experience, with the support of a 'visual word bank' (e.g., 'what do I like ...?', 'my family,' 'my friends,' 'my colors': 'ماذا أحب'... 'ألواني'... 'أصدقائي'... 'أسرتي'...).

2.4

I can use finger spaces between words, when copying off the white board.

2.5

I can name and draw the main topic of the text, with prompts and/or visual support.

2.6

I can draw, write, label and/or dictate a writing task, with prompts.

2 Writing

NM.WB

3

*

Novice Mid

I can produce from memory a modest number of simple words or phrases in context, or to fill in a simple form with limited information (e.g., fill in the blanks).

3.1

I can name and draw the main topic of the text, with prompts and/or visual support.

3.2

I can draw, write, label and/or dictate a writing task, with prompts.

3.3

I can write one simple sentence about a familiar topic, using a 'word bank' or visual 'word wall.'

3.4

I can use a combination of drawing and simple sentences to state my opinion or preference about a topic or book.

2 Writing

NM.WB

4

*

Novice Mid

I can write simple and/or original sentence patterns on familiar or informational topics.

4.1

I can correct my writing using classroom resources and/or with the support of a teacher.

4.2

I can write a short story, using simple, complete sentences and related pictures.

4.3

I can describe people and objects in my writing, using adjectives that I know (e.g., 'big,' كبير 'pretty,' جميل 'small,' صغير , 'red,' أحمر).

4.4

I can differentiate between الحركات القصيرة و أحرف المد أو العلة short vowels/ markers and long vowels when trying to spell new words in my writing.

4.5

I can appropriately add a definite article التعريف ال when writing simple sentences or phrases (eg., the grammar rule says an Arabic word can never combine tanween and definite article, مثال لا يجتمع التنوين مع ال التعريف ولا, (تدخل أل التعريف على الأفعال).

3rd Grade

3

| | |
|-----------|---|
| Listening | * |
| Speaking | * |
| Reading | * |
| Writing | * |

3 Listening Benchmarks

Novice Mid

NM.LB

- 1** I can demonstrate my understanding of simple and slow two-step instructions in class, when gestures and/or repetition are used.
 - 2** I can recognize and begin to understand high-frequency phrases, when they are strongly supported by context.
 - 3** I can understand memorized or familiar words or phrases in a read-aloud story, when they are supported by gestures or visuals.
 - 4** I can demonstrate my understanding of predictable questions, statements and commands on familiar topic areas, with strong contextual support but without the support of prompts.
-

Novice High

NH.LB



- 1** I can demonstrate my understanding of highly contextualized key words and/or main ideas on familiar academic topics.
 - 2** I can demonstrate my understanding of simple questions, statements and commands on familiar topics and some sentences in new topics, with strong contextual support.
 - 3** I can demonstrate my understanding of familiar stories that follow a logical order.
 - 4** I can demonstrate my understanding of simple multi-step instructions in class, when gestures, visuals and/or repetition are used.
-

Intermediate Low

IL.LB

- 1** I can demonstrate my understanding of familiar questions, commands and statements in a limited number of content areas, with contextual support.
- 2** I can follow simple multi-step instructions that are not accompanied by gestures and/or repetition.
- 3** I can demonstrate my understanding of the main idea and a few details from short conversations or presentations, brief announcements made at school and/or folk/fairy tales or other children's stories.

3 Speaking Benchmarks

Novice Mid

- NM.SB
- 1 I can express basic preferences or feelings, using practiced or memorized words and phrases, with the support of gestures or visuals.
 - 2 I can name familiar people, places and objects, using practiced or memorized words and phrases, with the support of gestures or visuals.
 - 3 I can answer a few simple questions on familiar topics, using practiced or memorized words and phrases, with the support of gestures or visuals.
 - 4 I can present personal information about my life, activities and events, using simple words, most of the time.

Novice High

- NH.SB
- 
- 1 I can present information about myself, my interests and my activities, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 2 I can request and provide information on familiar topics by creating questions and/or simple sentences.
 - 3 I can express, ask about and react to preferences, opinions or feelings, with some details, by creating short sentences and asking appropriate follow-up questions.
 - 4 I can present simple information on familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 5 I can use short phrases and other memorized expressions to answer questions about familiar academic and social topics.

Intermediate Low

- IL.SB
- 1 I can tell a story about my life, activities, events and other social experiences, using individual and series of sentences.
 - 2 I can express my likes and dislikes about familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 3 I can state my viewpoint on familiar topics and give some reasons to support it, using individual and series of connected sentences.

3 Reading Benchmarks

Novice Mid

NM.RB

- 1 I can recognize some characters, individually and in combination, when decoding words.
- 2 I can identify several highly contextualized words and/or phrases.
- 3 I can use what I know about Arabic vocabulary and grammar to help me understand a text.
- 4 I can demonstrate my understanding of a grade-level text, with guidance (e.g., using information from simple expository texts).
- 5 I can demonstrate my understanding of grade-level texts, with guidance, through independent reading (e.g., using background knowledge to independently read a grade-level task).

Novice High

NH.RB



- 1 I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand grade-level texts, with guidance.
- 2 I can demonstrate my understanding of short, non-complex texts that convey basic information and are scaffolded with contextual or extralinguistic support.
- 3 I can identify the beginning, middle and end of a sentence-based text (e.g., a narrative or informational text that is supported by illustrations), when a text is read aloud by my teacher.

Intermediate Low

IL.RB

- 1 I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand a grade-level text, with guidance and/or scaffolds.
- 2 I can demonstrate my understanding of key words and formulaic phrases across a range of contextualized texts.
- 3 I can independently read grade-level and grade-appropriate texts with fluency, relative ease, prosody and expression.
- 4 I can demonstrate my understanding of key words and formulaic phrases, fully and with relative ease, across a range of highly contextualized texts.

3 Writing Benchmarks

Novice Mid

- NM.WB **1** I can produce from memory learned words and familiar phrases or copy memorized expressions.
- 2** I can combine two high frequency words to create a phrase (e.g., small + flower = small flower).
- 3** I can produce from memory a modest number of simple words or phrases in context, or to fill in a simple form with limited information (e.g., fill in the blanks).
- 4** I can write simple and/or original sentence patterns on familiar or informational topics.

Novice High

- NH.WB **1** I can write original strings of sentences, which may or may not be connected, on familiar social or academic topics or on informational texts.
- 2** I can address topics from highly predictable content areas and personal information, using simple strings of sentences and learned or given sentences.
- 3** I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences, using different resources in the classroom or teacher support.

Intermediate Low

- IL.WB **1** I can write on a wide variety of familiar academic topics or informational topics, using connected sentences in a paragraph structure.
- 2** I can address topics about daily school life and familiar events, using strings of connected sentences from memory and with the support of a 'word bank' or picture dictionary.
- 3** I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences.

3 Listening

NH.LB **1** * Novice High

I can demonstrate my understanding of highly contextualized key words and/or main ideas on familiar academic topics.

1.1 I can understand and follow simple directions given by teachers on everyday routines.

1.2 I can show respect for the presenter in my reading group or in a large class presentation.

1.3 I can understand clear and repeated directions about instructional activities or required tasks.

3 Listening

NH.LB

2

*

Novice High

I can demonstrate my understanding of simple questions, statements and commands on familiar topics, as well as some sentences on new topics, with strong contextual support.

2.1

I can listen to and understand simple oral sentences in a variety of familiar situations.

2.2

I can use what I know about a topic to help me understand presentations by my classmates.

2.3

I can watch a short, simple video and answer questions about what I have seen.

2.4

I can use clues to make predictions about what I am going to listen to.

2.5

I can use key content words that I already know, to follow read-aloud texts or videos that I have watched to make inferences to understand the presented topic or task.

3 Listening

NH.LB

3

*

Novice High

I can demonstrate my understanding of familiar stories that follow a logical order.

3.1

I can use gestures, intonation and visual support to understand questions and commands given by my teacher.

3.2

I can listen to different kinds of texts (e.g., legends, songs and plays) and notice how they are different.

3.3

I can listen to and understand a series of oral sentences, or a short oral presentation on a familiar topic, in structured situations.

3.4

I can acknowledge the differences between individuals' speech, by their gestures, body language and visual representations.

3.5

I can view and understand a variety of events and representations in the learning environment, using 'anchor charts' with pictures or drawings, movies or picture books.

3 Listening

NH.LB

4

*

Novice High

I can demonstrate my understanding of simple multi-step instructions in class, when gestures, visuals and/or repetition are used.

4.1

I can listen to presentations by classmates and understand the main ideas.

4.2

I can find the information I need from given sources on a given topic (e.g., collecting information from a video or an animation).

4.3

I can identify the beginning, middle and end of a story that I have watched or heard, using phrases that I know.

4.4

I can watch a short and simple video and speak with peers about the events depicted in the story.

4.5

I can listen to different kinds of poems or stories with my classmates.

4.6

I can watch a cultural presentation and, using simple individual and strings of sentences, I can explain to someone else what it is that I have seen.

3 Listening

NH.LB

5

*

Novice High

I can understand the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action, when a text is read aloud by my teacher.

5.1

I can identify the beginning, middle and end of a sentence-based text (e.g., a narrative or informational text that is supported by illustrations).

5.2

I can identify problems and solutions in a read-aloud story.

5.3

I can use my knowledge to understand how a problem was solved in a story.

5.4

I can identify and interpret the message in a variety of texts for practical purposes.

5.5

I can use the information in a text and relate it to real life situations.

3 Speaking

NH.SB

1

*

Novice High

I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

1.1

I can talk in simple terms about something that has happened to me and about how it makes me feel, using different phrases.

1.2

I can use respectful words, tone of voice and gestures, when speaking to someone I know.

1.3

I can participate in an Arabic cultural activity and talk about it, using learned phrases, original phrases or visual representation.

1.4

I can speak in simple oral sentences, with guidance, in a variety of familiar situations (e.g., to greet different kinds of people using words that I learned).

1.5

I can retell stories including key details and demonstrate my understanding of their central message and/or lesson.

1.6

I can introduce myself to others by telling them something about me or something I know well (e.g., a favorite song, story, book or poem that we have learned in class).

1.7

I can make a list of books that I have read and orally explain why I did or did not enjoy them.

3 Speaking

NH.SB

2

*

Novice High

I can request and provide information on familiar topics by creating questions and/or simple sentences.

2.1

I **can** use a variety of forms to create simple representations of ideas, using learned phrases and simple sentences.

2.2

I **can** speak in a small group about something that I learned, using learned or original phrases together with pictures, to help my peers understand.

2.3

I **can** describe the emotions and actions of characters, using original phrases or simple sentences.

2.4

I **can** describe characters in a story and the reasons for their actions, using original phrases or simple sentences.

2.5

I **can** describe the interaction of characters, using original phrases or simple sentences.

2.6

I **can** connect the meaning of a well-known story or fable to personal experiences.

3 Speaking

NH.SB

3

*

Novice High

I can express, ask about and react to preferences, opinions or feelings, with some details, by creating short sentences and asking appropriate follow-up questions.

3.1

I can ask someone for their opinion about something that I know or like, using a given checklist.

3.2

I can use or sort different given phrases to create my own poetry and share it orally with a partner.

3.3

I can ask and answer questions about a topic to help others in my group, using phrases and sentences.

3.4

I can ask questions about a topic and, using simple sentences, I can explain what I need to learn more about.

3.5

I can speak about a text in an expressive way to accurately reflect what is happening in the text.

3.6

I can use a variety of interactive strategies to enhance language use, when presenting my work.

3.7

I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

3.8

I can ask and answer such questions as who, what, where, when, why and how, to demonstrate my understanding of key details in a text.

3 Speaking

NH.SB

4

*

Novice High

I can present simple information on every day and familiar academic and social topics, using a mixture of practiced or memorized words, phrases and simple sentences.

4.1

I can talk about something I created and talk to my classmates about what they have created (e.g., a story that I wrote or a puzzle that I finished).

4.2

I can use short phrases or learned expressions to answer questions about familiar academic or social topics.

4.3

I can orally produce, either spontaneously or with guidance, a series of interrelated ideas on a familiar topic.

4.4

I can explain my viewpoint about something, using teacher support and/or using learned statements.

4.5

I can express an opinion in a meaningful way about a topic that I know well.



End of Year Goal

4.6

I can use illustrations and details in a story to describe its characters, setting and events.

4.7

I can speak about how characters in a story respond to major events and challenges.

4.8

I can view and respond to events and/or representations in the learning environment.

3 Reading

NH.RB

1

*

Novice High

I can demonstrate my understanding of short, non-complex texts that convey basic information and are scaffolded with contextual or extralinguistic support (this can be focused on during the Guided Reading block).

1.1

I can use comprehension strategies to help me understand what I read, with support.

1.2

I can make inferences to think more deeply about a grade-level text that I have read, with teacher support.

1.3

I can read different types of texts and think of questions that I can ask to help me understand what it is that I have read.

1.4

I can understand unfamiliar texts on familiar topics, supported by pictures and context.

1.5

I can figure out whether the narrator or speaker of a story is communicating in first or third person.

3 Reading

NH.RB

2

*

Novice High

I can understand the key ideas from familiar texts that are related to everyday life or personal interests (This can be focused on during the guided reading block.)

2.1

I can identify explicit cause and effect relationships between ideas in stories or grade-level texts.

2.2

I can identify the main idea and supporting details in an informational text that is read aloud or viewed.

2.3

I can understand short, simple physical descriptions, especially if there are pictures or graphs.

2.4

I can use text features such as graphics, titles and subtitles to comprehend text.

2.5

I can use text features (e.g., table of contents, index, headings) to locate specific information in a text.

3 Reading

NH.RB

3

*

Novice High

I can read grade-level texts, with guidance (this can be focused on during the Guided Reading block).

3.1

I **can** recognize many sight words and phrases quickly and automatically in a grade-level text.

3.2

I **can** demonstrate my understanding of a grade-level text, with guidance.

3.3

I **can** apply foundational skills to figure out the new words I need to read (e.g., use sound/letter relationships, word parts and other visual information to figure out how to read new words).

3.4

I **can** demonstrate my awareness of punctuation by pausing and using an appropriate tone, when it is needed.

3.5

I **can** read a series of sentences, or a short text on a familiar topic, in structured situations.

3 Writing

NH.WB

1

*

Novice High

I can write original strings of sentences, which may or may not be connected, on familiar social and academic topics or informational texts.

1.1

I **can** write something simple and creative to explain something that has happened to me.

1.2

I **can** write a simple story or poem about things I know well, when I can see a similar example.

1.3

I **can** write simple sentences or strings of sentences and make them more interesting for others by also including pictures or objects.

1.4

I **can** write short notes using phrases and simple sentences (e.g., a postcard message, an invitation, birthday message or thank you note).

1.5

I **can** write about my daily routine using linking words (e.g., 'also,' 'next,' 'then,' 'first' and 'last').

3 Writing

NH.WB

2

*

Novice High

I can address topics from highly predictable content areas and personal information, using simple strings of sentences and learned or given sentences.

2.1

I can organize the information I have about a topic on a given organizer to decide if I need more information.

2.2

I can share my ideas and record the ideas of others during a class discussion, using words, phrases or simple 'sentence starters' to help me plan something I am going to write.

2.3

I can write, spontaneously or with guidance, a simple text on a familiar topic, in structured situations.

2.4

I can write basic information about things I have learned using academic vocabulary (e.g., characters in a story or a topic from a lesson).

2.5

I can write about a holiday, vacation or typical celebration using simple, original sentences or strings of sentences, with the support of a 'word wall' or 'sentence starter.'

3 Writing

NH.WB

3

*

Novice High

I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences, using different resources in the classroom or teacher support.

3.1

I can use antonyms and synonyms to improve the quality of my written expressions about topics and objects.

3.2

I can use subject pronouns (الضمائر الشخصية) to clarify my narrative writing, when it involves referencing myself and/or others.

3.3

I can understand and use interrogatives (أدوات الإستفهام) to formulate questions or present an appropriate answer to a question.

4th Grade

| | | |
|---|-----------|---|
| 4 | Listening | * |
| | Speaking | * |
| | Reading | * |
| | Writing | * |

Novice
High

Intermediate
Low

4 Listening Benchmarks

Novice High

NH.LB

1

I can demonstrate my understanding of highly contextualized key words and/or main ideas on familiar academic topics.

2

I can demonstrate my understanding of simple questions, statements and commands on familiar topics and some sentences in new topics, with strong contextual support.

3

I can demonstrate my understanding of familiar stories that follow a logical order.

4

I can demonstrate my understanding of simple multi-step instructions in class, when gestures, visuals and/or repetition are used.

Intermediate Low

IL.LB

1

I can demonstrate my understanding of familiar questions, commands and statements in a limited number of content areas, with contextual support.

*

2

I can follow simple multi-step instructions that are not accompanied by gestures and/or repetition.

3

I can demonstrate my understanding of the main idea and a few details from short conversations or presentations, brief announcements made at school and/or folk/fairy tales or other children's stories.

Intermediate Mid

IM.LB

1

I can understand the main idea and key information in a straightforward, informational read-aloud or viewed text.

2

I can show my understanding by following information that is given in most sentence-level speech, in new contexts and at a normal rate of speech.

3

I can demonstrate my understanding of the main idea and a few details from short conversations or presentations, brief announcements made at school and/or folk/fairy tales or other children's stories.

4

I can understand, interpret or analyze a conversation and/or discussion that I hear, or view, in which I am not a participant.

4 Speaking Benchmarks

Novice High

- NH.SB
- 1 I can present information about myself, my interests and my activities, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 2 I can request and provide information on familiar topics by creating questions and/or simple sentences.
 - 3 I can express, ask about and react to preferences, opinions or feelings, with some details, by creating short sentences and asking appropriate follow-up questions.
 - 4 I can present simple information on familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 5 I can use short phrases and other memorized expressions to answer questions about familiar academic and social topics.

Intermediate Low

- IL.SB
- 1 I can tell a story about my life, activities, events and other social experiences, using individual and series of sentences.
 - 2 I can express my likes and dislikes about familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 3 I can state my viewpoint on familiar topics and give some reasons to support it, using individual and series of connected sentences.

*

Intermediate Mid

- IM.SB
- 1 I can request and provide information by asking and answering original questions on familiar and everyday topics, including topics that I learn about, using strings of connected sentences, most of the time.
 - 2 I can participate in conversations on familiar topics, including those that I learn about and some researched topics, using a variety of original questions and individual and series of sentences of my own devising.
 - 3 I can give straightforward presentations on a variety of familiar topics, including those that I learn about and some concrete topics that I have researched, using individual and series of connected sentences.

4 Reading Benchmarks

Novice Mid

- NM.RB
- 1 I can recognize some characters, individually and in combination, when decoding words.
 - 2 I can identify several highly contextualized words and/or phrases.
 - 3 I can use what I know about Arabic vocabulary and grammar to help me understand a text.
 - 4 I can demonstrate my understanding of a grade-level text, with guidance (e.g., using information from simple expository texts).
 - 5 I can demonstrate my understanding of grade-level texts, with guidance, through independent reading (e.g., using background knowledge to independently read a grade-level task).

Novice High



- NH.RB
- 1 I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand grade-level texts, with guidance.
 - 2 I can demonstrate my understanding of short, non-complex texts that convey basic information and are scaffolded with contextual or extralinguistic support.
 - 3 I can identify the beginning, middle and end of a sentence-based text (e.g., a narrative or informational text that is supported by illustrations), when a text is read aloud by my teacher.

Intermediate Low

- IL.RB
- 1 I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand a grade-level text, with guidance and/or scaffolds.
 - 2 I can demonstrate my understanding of key words and formulaic phrases across a range of contextualized texts.
 - 3 I can independently read grade-level and grade-appropriate texts with fluency, relative ease, prosody and expression.
 - 4 I can demonstrate my understanding of key words and formulaic phrases, fully and with relative ease, across a range of highly contextualized texts.

4 Writing Benchmarks

Novice Mid

- NM.WB **1** I can produce from memory learned words and familiar phrases or copy memorized expressions.
- 2** I can combine two high frequency words to create a phrase (e.g., small + flower = small flower).
- 3** I can produce from memory a modest number of simple words or phrases in context, or to fill in a simple form with limited information (e.g., fill in the blanks).
- 4** I can write simple and/or original sentence patterns on familiar or informational topics.
-

Novice High

- NH.WB **1** I can write original strings of sentences, which may or may not be connected, on familiar social or academic topics or on informational texts.
- 2** I can address topics from highly predictable content areas and personal information, using simple strings of sentences and learned or given sentences.
- 3** I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences, using different resources in the classroom or teacher support.
-

Intermediate Low

- IL.WB **1** I can write on a wide variety of familiar academic topics or informational topics, using connected sentences in a paragraph structure.
- 2** I can address topics about daily school life and familiar events, using strings of connected sentences from memory and with the support of a 'word bank' or picture dictionary.
- 3** I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences.

4 Listening

IL.LB

1

*

Intermediate Low

I can demonstrate my understanding of familiar questions, commands and statements, in a limited number of content areas, with contextual support.

1.1

I can use what I know when listening to a straightforward informational text to understand given information.

1.2

I can listen to someone and organize the information I hear in a graphic organizer that has some cues or support phrases.

1.3

I can view and understand events and/or representations within and beyond the school context.

1.4

I can use listening and viewing experiences as models for organizing ideas in my own oral, visual and multimedia speech presentations.

4 Listening

IL.LB

2

*

Intermediate Low

I can follow simple multi-step instructions that are not accompanied by gestures and/or repetition.

2.1

I can be an active listener by being respectful of my classmates' ideas.

2.2

I can understand questions and simple sentences on everyday topics, when I am part of the conversation.

2.3

I can identify and demonstrate active listening and viewing behaviors and show respect for the presenter in my group or in a large class presentation.

2.4

I can identify socially appropriate language to understand clear and repeated directions about instructional activities or required tasks.

2.5

I can recognize the effect of positive feedback and criticism toward myself, given by other members of my group, and therefore respond appropriately.

4 Listening

IL.LB

3

*

Intermediate Low

I can demonstrate my understanding of the main idea and a few details from short conversations or presentations, brief announcements made at school and/or folk/fairy tales or other children's stories.

3.1

I can demonstrate my understanding of sentences that I know in predictable contexts, such as those sentences found in the environment.

3.2

I can watch a short video and understand and explain the events that the main character encountered during the story.

3.3

I can listen to and understand the main idea of what a guest speaker or show reporter is presenting (e.g., about a traditional Arabic story, movie, cultural event or song) and explain what I think about it.

3.4

I can understand the main idea and key information in a straightforward informational text that is read aloud or viewed.

3.5

I can identify most descriptive language used in oral, visual and multimedia texts and talk about it with a friend.

4 Speaking

IL.SB

1

*

Intermediate Low

I can tell a story about my life, activities, events and other social experiences, using individual and series of sentences.

1.1

I **can** share something that I find interesting and appreciate the different ideas of my classmates.

1.2

I **can** describe another person (e.g., describe the physical appearance of a friend or family member, or describe their personality) and give examples of what I like or dislike about him or her.

1.3

I **can** use learned descriptive language, such as adjectives and different kinds of sentences, to present my creative or funny ideas to others.

1.4

I **can** tell a story about my life, activities, events and other social experiences, using practiced sequences and series of sentences.

1.5

I **can** give feedback on a story written by a peer, based on grade-level criteria.

1.6

I **can** share my ideas and record the ideas of others to help me plan something I am going to say during a class discussion.

4 Speaking

IL.SB

2

*

Intermediate Low

I can express my likes and dislikes about familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.

2.1

I **can** ask questions to gain understanding and share personal responses about something I like or dislike.

2.2

I **can** produce a prepared or spontaneous oral presentation on a familiar topic, in a structured situation.

2.3

I **can** ask a variety of questions to clarify information and develop new understanding.

2.4

I **can** answer inquiry or research questions using a select variety of information sources.

4 Speaking

IL.SB

3

*

Intermediate Low

I can state my viewpoint on familiar topics and give some reasons to support it, using individual and series of connected sentences.

3.1

I **can** talk appropriately to others when explaining my ideas in points and/or provide simple evidence to support my ideas.

3.2

I **can** understand the main points and some of the details from a read-aloud text that is made up of familiar language and set in simple sentences.

3.3

I **can** give my opinion on my classmate's presentation, using peer feedback criteria or a rubric.

3.4

I **can** choose appropriate and descriptive language and use varied sentence lengths and structures to clarify and enhance my ideas.

4 Reading

NH.RB

1

*

Novice High

I can demonstrate my understanding of short, non-complex texts that convey basic information and are scaffolded with contextual or extralinguistic support (this can be focused on during the Guided Reading block).

1.1

I can use comprehension strategies to help me understand what I read, with support.

1.2

I can make inferences to think more deeply about a grade-level text that I have read, with teacher support.

1.3

I can read different types of texts and think of questions that I can ask to help me understand what it is that I have read.

1.4

I can understand unfamiliar texts on familiar topics, supported by pictures and context.

1.5

I can figure out whether the narrator or speaker of a story is communicating in first or third person.

4 Reading

NH.RB

2

*

Novice High

I can demonstrate my understanding of short, non-complex texts that convey basic information and are scaffolded with contextual or extralinguistic support.

2.1

I can determine the sequence of activities needed to carry out a procedure, such as following a recipe, during reading.

2.2

I can distinguish fact from opinion in a text and explain how to verify what is a fact.

2.3

I can describe explicit and implicit relationships between ideas in texts that are organized by cause-and-effect, sequence or comparison.

2.4

I can identify the beginning, middle and end of a sentence-based text (e.g., a narrative or informational text that is supported by illustrations), when a text is being read aloud by my teacher.

4 Reading

NH.RB

3

*

Novice High

I can identify the beginning, middle and end of a sentence-based text (e.g., a narrative or informational text that is supported by illustrations), when a text is read aloud by my teacher.

3.1

I can tell what the central idea of a reading is and summarize my reading using learned phrases or simple sentences.

3.2

I can understand the main points and some of the details of short written texts, in familiar contexts (e.g., I can explain how a part of the text contributes to the development of the central idea of a reading).

3.3

I can discuss the big idea or theme and identify moral lessons of a well-known folktale or fable and connect it to a personal experience.

3.4

I can read and identify the main idea and supporting details of texts dealing with familiar topics, in structured situations.

4 Writing

NH.WB

1

*

Novice High

I can write original strings of sentences, which may or may not be connected, on familiar social and academic topics or informational texts.

1.1

I can describe people, activities, events and experiences, with some details, using simple sentences or strings of sentences.

1.2

I can describe a place, object, event, famous person or holiday celebration, using given phrases, sentences or strings of sentences.

1.3

I can describe the physical appearance and personality of a friend or family member, using given phrases, sentences or strings of sentences.

4 Writing

NH.WB

2

*

Novice High

I can address topics from highly predictable content areas and personal information using simple strings of sentences and learned or given sentences.

2.1

I can organize the information I have about a topic on a given organizer, to decide if I need more information.

2.2

I can share my ideas and record the ideas of others during a class discussion, to help me plan something I am going to write, using words, phrases or simple 'sentence starters.'

2.3

I can write a simple text on a familiar topic, spontaneously or with guidance, in structured situations.

2.4

I can write basic information about things I have learned, using academic vocabulary (e.g., about characters in a story or topic from a lesson).

2.5

I can write about a holiday, vacation or typical celebration, using simple and original sentences or strings of sentences, with the support of a 'word wall' or 'sentence starter.'

4 Writing

NH.WB

3

*

Novice High

I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences, using different resources in the classroom or teacher support.

3.1

I can use mechanical features correctly (e.g., basic punctuation marks, “علامات الترقيم”).

3.2

I can use prepositions to improve the quality of my descriptive and detailed writing.

3.3

I can make sure there is an agreement of nouns, pronoun and adjectives e.g., مطابقة الضمير و الصفة و الموصوف when describing something or someone.

3.4

I can use antonyms and synonyms to improve the quality of my written expressions about topics, objects or ideas.

5th Grade

5

| | |
|-----------|---|
| Listening | * |
| Speaking | * |
| Reading | * |
| Writing | * |

5 Listening Benchmarks

Intermediate Low

IL.LB

1

I can demonstrate my understanding of familiar questions, commands and statements, in a limited number of content areas and with contextual support.

2

I can follow simple multi-step instructions that are not accompanied by gestures and/or repetition.

3

I can demonstrate my understanding of the main idea and a few details from short conversations or presentations, brief announcements made at school and/or folk/fairy tales or other children's stories.

Intermediate Mid

IM.LB

1

I can understand the main idea and key information in a straightforward, informational read-aloud or viewed text.

2

I can show my understanding by following information that is given in most sentence-level speech, in new contexts and at a normal rate of speech.

3

I can demonstrate my understanding of the main idea and a few details from short conversations or presentations, brief announcements made at school and/or folk/fairy tales or other children's stories.

4

I can understand, interpret or analyze a conversation and/or discussion that I hear, or view, in which I am not a participant.

*

Intermediate High

IH.LB

1

I can recognize the main idea and supporting details of different types of texts (e.g., informational materials, a native guest speaker's speech, plays, news reports) and explain why I like a certain type of text.

2

I can understand, interpret or analyze a conversation and/or academic discussion that I hear, or view, in which I am not a participant, regardless of the background or dialect of the speaker.

5 Speaking Benchmarks

Novice High

- NH.SB
- 1 I can present information about myself, my interests and my activities, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 2 I can request and provide information on familiar topics by creating questions and/or simple sentences.
 - 3 I can express, ask about and react to preferences, opinions or feelings, with some details, by creating short sentences and asking appropriate follow-up questions.
 - 4 I can present simple information on familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 5 I can use short phrases and other memorized expressions to answer questions about familiar academic and social topics.

Intermediate Low

- IL.SB
- 1 I can tell a story about my life, activities, events and other social experiences, using individual and series of sentences.
 - 2 I can express my likes and dislikes about familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.
 - 3 I can state my viewpoint on familiar topics and give some reasons to support it, using individual and series of connected sentences.



Intermediate Mid

- IM.SB
- 1 I can request and provide information by asking and answering original questions on familiar and everyday topics, including topics that I learn about, using strings of connected sentences, most of the time.
 - 2 I can participate in conversations on familiar topics, including those that I learn about and some researched topics, using a variety of original questions and individual and series of sentences of my own devising.
 - 3 I can give straightforward presentations on a variety of familiar topics, including those that I learn about and some concrete topics that I have researched, using individual and series of connected sentences.

5 Reading Benchmarks

Novice High

- NH.RB
- 1** I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand grade-level texts, with guidance.
 - 2** I can demonstrate my understanding of short, non-complex texts that convey basic information and are scaffolded with contextual or extralinguistic support.
 - 3** I can identify the beginning, middle and end of a sentence-based text (e.g., a narrative or informational text that is supported by illustrations), when a text is read aloud by my teacher.

Intermediate Low

- IL.RB
- 1** I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand a grade-level text, with guidance and/or scaffolds.
 - 2** I can demonstrate my understanding of key words and formulaic phrases across a range of contextualized texts.
 - 3** I can independently read grade-level and grade-appropriate texts with fluency, relative ease, prosody and expression.
 - 4** I can demonstrate my understanding of key words and formulaic phrases, fully and with relative ease, across a range of highly contextualized texts.

*

Intermediate Mid

- IM.RB
- 1** I can understand grade-level academic vocabulary and derive the meaning of unknown vocabulary.
 - 2** I can demonstrate my understanding of key words and formulaic phrases, fully and with relative ease, across a range of highly contextualized texts.
 - 3** I can independently read grade-level and grade-appropriate texts on successive readings, with moderate fluency, accuracy, at an appropriate rate and with expression.

5 Writing Benchmarks

Novice High

- NH.WB **1** I can write original strings of sentences, which may or may not be connected, on familiar social or academic topics or on informational texts.
- 2** I can address topics from highly predictable content areas and personal information, using simple strings of sentences and learned or given sentences.
- 3** I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences, using different resources in the classroom or teacher support.
-

Intermediate Low

- IL.WB **1** I can write on a wide variety of familiar academic topics or informational topics, using connected sentences in a paragraph structure.
- 2** I can address topics about daily school life and familiar events, using strings of connected sentences from memory and with the support of a 'word bank' or picture dictionary.
- 3** I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences.
-

*

Intermediate Mid

- IM.WB **1** I can write stories about school, community events and personal experiences that take place over different time frames, using a detailed paragraph of at least seven complex sentences.
- 2** I can state my viewpoint on familiar or researched topics that take place over different time frames and provide reasons to support it, using advanced vocabulary and writing in structured paragraphs.

5 Listening

IM.LB

1

*

Intermediate Mid

I can understand the main idea and key information in a straightforward informational text that is read aloud or viewed.

1.1

I can organize phrases and sentences that I know on a graphic organizer used to reflect a discussion, as well as identify the key ideas expressed and draw conclusions, when I am a partner or part of small, teacher-led groups.

1.2

I can organize phrases and sentences on a partially completed discussion to identify key ideas, as I participate in collaborative small group discussions.

1.3

I can organize given phrases and/or sentences on a table that links reasons with evidence, to identify evidence supporting a claim that is verbalized or read aloud, with support.

5 Listening

IM.LB

2

*

Intermediate Mid

I can show my understanding by following information that is given in most sentence-level speech, in new contexts and at a normal rate of speech.

2.1

I can organize words and phrases that I have learned onto a 'big idea' graphic organizer, to identify important information about a school event from a read-aloud presentation.

2.2

I can organize phrases and sentences on a partially completed graphic organizer of the main idea and details of a text that is read aloud, to identify important information.

2.3

I can organize preidentified words and phrases on a graphic organizer of the main idea and details of a topic or text that is viewed or read aloud, to identify facts and descriptive details.

5 Listening

IM.LB

3

*

Intermediate Mid

I can demonstrate my understanding of the main idea and a few details from short conversations or presentations, brief announcements made at school and/or folk/fairy tales or other children's stories.

3.1

I can organize preidentified visuals on a presentation organizer, to enhance the development of a theme, as information is read aloud in partnership and/or in small Guided Reading groups.

3.2

I can use pre-taught words and phrases and an annotated rubric to evaluate a presenter's development of key themes, as information is presented in partnership and/or teacher-led small groups.

3.3

I can listen to and understand the main points of a lengthy oral or multimedia presentation on a familiar topic, in structured and some unstructured situations.

5 Listening

IM.LB

4

*

Intermediate Mid

I can understand, interpret or analyze a conversation and/or discussion that I hear, or view, in which I am not a participant.

4.1

I can analyze the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.

4.2

I can use what I know about the type of text I'm going to listen to (e.g., folk songs, school announcements, radio ads) to help me understand discussions and presented materials.

4.3

I can organize information in an activity that involves responding to a speaker (e.g., identifying new information during discussions in partnership, small groups and/or in a whole class setting).

5 Speaking

IL.SB

1

*

Intermediate Low

I can tell a story about my life, activities, events and other social experiences, using individual and series of sentences.

1.1

I can share a topic that I find interesting with others, and appreciate different ideas held by my peers.

1.2

I can describe another person (e.g., describe the physical appearance a friend or family member, or describe their personality) and give examples of what I like or dislike about him or her.

1.3

I can use learned descriptive language, such as adjectives and different kinds of sentences, to present my creative or funny ideas to others.

1.4

I can tell a story about my life, activities, events and other social experiences, using practiced sequences and series of sentences.

1.5

I can give feedback on a story written by a peer, based on grade-level criteria.

1.6

I can share my ideas and record the ideas of others during a class discussion, to help me plan something I am going to say.

5 Speaking

IL.SB

2

*

Intermediate Low

I can express my likes and dislikes about familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.

2.1

I **can** ask questions to gain understanding and share personal responses about something I like or dislike.

2.2

I **can** produce a prepared or spontaneous oral presentation on a familiar topic, in a structured situation.

2.3

I **can** ask a variety of questions to clarify information and develop new understanding.

2.4

I **can** answer inquiry or research questions, using a selected variety of information sources.

2.5

I **can** share something that I find interesting and appreciate the different ideas of my classmates.

5 Speaking

IL.SB

3

*

Intermediate Low

I can state my viewpoint on familiar topics and give some reasons to support it, using individual and series of connected sentences.

3.1

I **can** talk appropriately to others when explaining my ideas in points and/or provide simple evidence to support my ideas.

3.2

I **can** understand the main points and some of the details from a spoken text that is made up of familiar language and set in simple sentences.

3.3

I **can** give my opinion about my classmate's presentation, using peer feedback criteria or a rubric.

3.4

I **can** choose appropriate and descriptive language and use varied sentence lengths and structures to clarify and enhance my ideas.

5 Reading

IL.RB

1

*

Intermediate Low

I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand grade-level text, with guidance and/or scaffolds.

1.1

I can recognize that one Arabic word may have multiple meanings and that various words and expressions may express the same ideas.

1.2

I can accurately read words without accent marks, in a text that includes complex sentences set in a paragraph, with some visual cues.

1.3

I can understand practiced or relatively new, figurative language within familiar texts and environments.

5 Reading

IL.RB

2

*

Intermediate Low

I can demonstrate my understanding of key words and formulaic phrases across a range of contextualized texts.

2.1

I can use organizational patterns of print, visual and multimedia texts to construct meaning and to gather information by skimming, scanning and reading closely.

2.2

I can use reading and viewing experiences as models for organizing ideas, to understand my oral, print, visual or multimedia texts.

2.3

I can read a grade-level story about people who live in other times or places and compare their challenges with those in my own life.

5 Reading

IL.RB

3

*

Intermediate Low

I can independently read grade-level and grade-appropriate texts with fluency, relative ease, prosody and expression.

3.1

I **can** construct meaning when skimming, scanning and reading closely and further gather information, using organizational patterns in print, visual and multimedia texts.

3.2

I **can** use a dictionary or online dictionary to check the meaning of words, after I have used context clues to infer their meaning.

3.3

I **can** use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about the contents of a text.

3.4

I **can** analyze sentences in written paragraphs during guided reading (e.g., using a visual grammar or related vocabulary reference chart about the structures presented in a given text).

5 Reading

IL.RB

4

*

Intermediate Low

I can demonstrate my understanding of key words and formulaic phrases, fully and with relative ease, across a range of highly contextualized texts.

4.1

I can independently read and understand the literal meaning of short informational texts that are organized with a clear structure (e.g., headings, sub-headings, topic sentences), followed by details and supported by illustrations and/or text graphics and/or other contextual cues.

4.2

I can understand the differences between present, past and future events, when they are related to tense expressions in a range of read or viewed grade-level material.

4.3

I can explore and experiment with a variety of forms of expression for personal purposes, using background information or scaffolded support.

4.4

I can use multiple text features (e.g., guide words, topics and concluding sentences) to gain an overview of the contents of a text and to locate information.

5 Writing

IL.WB

1

*

Intermediate Low

I can write on a wide variety of familiar academic or informational topics, using connected sentences in a paragraph structure.

1.1

I **can** write a report or composition and make it more interesting for others by emphasizing the most important information.

1.2

I **can** write on a variety of academic topics (e.g., a literary response, notes, narrative and informational writing), with support.

1.3

I **can** compose a descriptive text with good spelling, which may contain some spelling errors in difficult and longer words, with many short and long vowels.

1.4

I **can** use all the steps of the writing process: I can plan, revise, edit and rewrite my writing, with scaffolds and teacher support.

5 Writing

IL.WB

2

*

Intermediate Low

I can address topics about daily school life and familiar events from memory, with the support of a 'word bank' or picture dictionary, using strings of connected sentences.

2.1

I can write about something important to me, using descriptive language and different kinds of connected sentences.

2.2

I can state my viewpoint on familiar or researched topics that take place over different time frames and provide reasons to support it, using strings of sentences or connected sentences.

2.3

I can create multiple representations of ideas, events and/or information in an organized way, with facts and examples, using a variety of forms.

2.4

I can show how specific words and phrases in a text or video (e.g., books, folk tales, films) help me understand other people, places or behaviors in different ways.

5 Writing

IL.WB

3

*

Intermediate Low

I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences, in addition to keeping track of the practice of grammar rules from former years.

3.1

I can create simple sentence structures, using different components of words and/or phrases (e.g., verbs in present, past and imperative forms).

3.2

I can use accurate and consistent sentences, when using regular masculine plural or feminine plural.

3.3

I can use connecting words to clarify my written sentences, particularly when grouping sentences to make connections between ideas.

6th Grade

| | | |
|---|-----------|---|
| 6 | Listening | * |
| | Speaking | * |
| | Reading | * |
| | Writing | * |

Intermediate
Low

Intermediate
Mid

6 Listening Benchmarks

Intermediate Low

IL.LB

1

I can demonstrate my understanding of familiar questions, commands and statements, in a limited number of content areas and with contextual support.

2

I can follow simple multi-step instructions that are not accompanied by gestures and/or repetition.

3

I can demonstrate my understanding of the main idea and a few details from short conversations or presentations, brief announcements made at school and/or folk/fairy tales or other children's stories.

Intermediate Mid

IM.LB

1

I can understand the main idea and key information in a straightforward, informational read-aloud or viewed text.

*

2

I can show my understanding by following information that is given in most sentence-level speech, in new contexts and at a normal rate of speech.

3

I can demonstrate my understanding of the main idea and a few details from short conversations or presentations, brief announcements made at school and/or folk/fairy tales or other children's stories.

4

I can understand, interpret or analyze a conversation and/or discussion that I hear, or view, in which I am not a participant.

Intermediate High

IH.LB

1

I can recognize the main idea and supporting details of different types of texts (e.g., informational materials, a native guest speaker's speech, plays, news reports) and explain why I like a certain type of text.

2

I can understand, interpret or analyze a conversation and/or academic discussion that I hear, or view, in which I am not a participant, regardless of the background or dialect of the speaker.

6 Speaking Benchmarks

Intermediate Low

IL.SB

1

I can tell a story about my life, activities, events and other social experiences, using individual and series of sentences.

2

I can express my likes and dislikes about familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.

3

I can state my viewpoint on familiar topics and give some reasons to support it, using individual and series of connected sentences.

Intermediate Mid

IM.SB

1

I can request and provide information by asking and answering original questions on familiar and everyday topics, including topics that I learn about, using strings of connected sentences, most of the time.

2

I can participate in conversations on familiar topics, including those that I learn about and some researched topics, using a variety of original questions and individual and series of sentences of my own devising.

3

I can give straightforward presentations on a variety of familiar topics, including those that I learn about and some concrete topics that I have researched, using individual and series of connected sentences.

4

I can participate in spontaneous spoken conversations on familiar topics, creating individual and series of sentences to ask and answer a variety of questions.

Intermediate High

IH.SB

1

I can communicate information, make presentations and express my thoughts about familiar academic topics, through spoken language and using a series of connected complex sentences.

2

I can participate in spontaneous spoken conversations on familiar topics, creating individual and series of sentences to ask and answer a variety of questions.

3

I can interact with others to meet my needs in a variety of situations that take place over different time frames, which sometimes involves a complication, using connected sentences that may be combined to form paragraphs and by asking a variety of questions.

Continues over

- 4** I can explain preferences, opinions and emotions and provide advice on a variety of familiar and some concrete topics that take place over different time frames, which I have researched, using connected sentences that may be combined to form paragraphs and by asking a variety of questions.

- 5** I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that take place over different time frames, which I have researched, using connected sentences that may be combined to form spoken paragraphs and by asking a variety of questions.

6 Reading Benchmarks

Novice High

- NH.RB
- 1** I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand grade-level texts, with guidance.
 - 2** I can demonstrate my understanding of short, non-complex texts that convey basic information and are scaffolded with contextual or extralinguistic support.
 - 3** I can identify the beginning, middle and end of a sentence-based text (e.g., a narrative or informational text that is supported by illustrations), when a text is read aloud by my teacher.
-

Intermediate Low

- IL.RB
- 1** I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand a grade-level text, with guidance and/or scaffolds.
 - 2** I can demonstrate my understanding of key words and formulaic phrases across a range of contextualized texts.
 - 3** I can independently read grade-level and grade-appropriate texts with fluency, relative ease, prosody and expression.
 - 4** I can demonstrate my understanding of key words and formulaic phrases, fully and with relative ease, across a range of highly contextualized texts.
-

*

Intermediate Mid

- IM.RB
- 1** I can understand grade-level academic vocabulary and derive the meaning of unknown vocabulary.
 - 2** I can demonstrate my understanding of key words and formulaic phrases, fully and with relative ease, across a range of highly contextualized texts.
 - 3** I can independently read grade-level and grade-appropriate texts on successive readings, with moderate fluency, accuracy, at an appropriate rate and with expression.

6 Writing Benchmarks

Novice High

- NH.WB **1** I can write original strings of sentences, which may or may not be connected, on familiar social or academic topics or on informational texts.
- 2** I can address topics from highly predictable content areas and personal information, using simple strings of sentences and learned or given sentences.
- 3** I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences, using different resources in the classroom or teacher support.
-

Intermediate Low

- IL.WB **1** I can write on a wide variety of familiar academic topics or informational topics, using connected sentences in a paragraph structure.
- 2** I can address topics about daily school life and familiar events, using strings of connected sentences from memory and with the support of a 'word bank' or picture dictionary.
- 3** I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences.
-

*

Intermediate Mid

- IM.WB **1** I can write stories about school, community events and personal experiences that take place over different time frames, using a detailed paragraph of at least seven complex sentences.
- 2** I can state my viewpoint on familiar or researched topics that take place over different time frames and provide reasons to support it, using advanced vocabulary and writing in structured paragraphs.

6 Listening

IM.LB

1

*

Intermediate Mid

I can understand the main idea and key information in a straightforward informational text that is read aloud or viewed.

1.1

I can organize phrases and sentences that I know on a graphic organizer used to reflect a discussion, as well as identify the key ideas expressed and draw conclusions, when I am a partner or part of small, teacher-led groups.

1.2

I can organize phrases and sentences on a partially completed discussion to identify key ideas, as I participate in collaborative small group discussions.

1.3

I can organize given phrases and/or sentences on a table that links reasons with evidence, to identify evidence supporting a claim that is verbalized or read aloud, with support.

6 Listening

IM.LB

2

*

Intermediate Mid

I can show my understanding by following information that is given in most sentence-level speech, in new contexts and at a normal rate of speech.

2.1

I can organize words and phrases that I have learned onto a 'big idea' graphic organizer, to identify important information about a school event from a read-aloud presentation.

2.2

I can organize phrases and sentences on a partially completed graphic organizer of the main idea and details of a text that is read aloud, to identify important information.

2.3

I can organize preidentified words and phrases on a graphic organizer of the main idea and details of a topic or text that is viewed or read aloud, to identify facts and descriptive details.

6 Listening

IM.LB

3

*

Intermediate Mid

I can demonstrate my understanding of the main idea and a few details from short conversations or presentations, brief announcements made at school and/or folk/fairy tales or other children's stories.

3.1

I can organize preidentified visuals on a presentation organizer, to enhance the development of a theme, as information is read aloud in partnership and/or in small Guided Reading groups.

3.2

I can use pre-taught words and phrases and an annotated rubric to evaluate a presenter's development of key themes, as information is presented in partnership and/or teacher-led small groups.

3.3

I can listen to and understand the main points of a lengthy oral or multimedia presentation on a familiar topic, in structured and some unstructured situations.

6 Listening

IM.LB

4

*

Intermediate Mid

I can understand, interpret or analyze a conversation and/or discussion that I hear, or view, in which I am not a participant.

4.1

I can analyze the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.

4.2

I can use what I know about the type of text I'm going to listen to (e.g., folk songs, school announcements, radio ads) to help me understand discussions and presented materials.

4.3

I can organize information in an activity that involves responding to a speaker (e.g., identifying new information during discussions in partnership, small groups and/or in a whole class setting).

6 Speaking

IM.SB

1

*

Intermediate Mid

I can request and provide information by asking and answering original questions on familiar and everyday topics, using strings of connected sentences, most of the time.

1.1

I can tell someone my opinion about a text or video (e.g., web pages, magazines, films recommended by a classmate) and how the text or video helped me learn about the cultures of the Arab world.

1.2

I can explain my opinion, using a choice of meaningful synonyms to replace simple words in a conversation.

1.3

I can use appropriate volume, phrasing, intonation, non-verbal cues and presentation space to enhance my communication.

1.4

I can summarize what I know about a topic and work with others to get more information and organize our ideas (e.g., to help my group reach a conclusion about a topic and then, using clear language, share it with classmates).

6 Speaking

IM.SB

2

*

Intermediate Mid

I can participate in conversations on familiar topics and some researched topics, using a variety of original questions and individual and series of sentences of my own devising.

2.1

I can produce a prepared or spontaneous oral presentation on a familiar topic, in a structured or unstructured situation.

2.2

I can make my oral presentations more interesting for my audience through how I use my voice, gestures and timing.

2.3

I can make my oral presentation seem natural and confident through my facial expressions and my use of the space around me.

2.4

I can share my knowledge about a topic with my group members, ask questions and identify resources to support us with our research.

6 Speaking

IM.SB

3

*

Intermediate Mid

I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using individual and series of connected sentences.

3.1

I can use descriptive language, together with different kinds of questions and sentences, to help my audience picture in their minds what it is that I am talking about.

3.2

I can contribute to my group's knowledge about a topic to help identify and focus information needs, sources and the purpose of our group inquiry or research.

3.3

I can help set a goal with my group members about what we want to accomplish in a discussion and make sure we reach that goal together.

3.4

I can formulate a variety of relevant questions on a topic to establish a purpose for seeking information.

6 Speaking

IM.SB

4

*

Intermediate Mid

I can participate in conversations with cultural topics, creating individual and series of sentences that ask and answer a variety of questions.

4.1

I can tell others about an Arabic cultural experience and how it affected me (e.g., I can explain to others my viewpoint on an important community event or a cultural person from an Arabic-speaking country).

4.2

I can give my opinion about a classmate's presentation, using peer feedback criteria or a given rubric.

4.3

I can tell a story about my life, activities, events and other social experiences, using practiced phrases and original connected sentences.

4.4

I can generate ideas and explain them using descriptive language and varied sentence lengths and structures to focus, clarify and enhance my ideas.

6 Reading

IL.RB

1

*

Intermediate Low

I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand grade-level text, with guidance and/or scaffolds.

1.1

I can recognize that one Arabic word may have multiple meanings and that various words and expressions may express the same ideas.

1.2

I can accurately read words without accent marks, in a text that includes complex sentences set in a paragraph, with some visual cues.

1.3

I can understand practiced or relatively new, figurative language within familiar texts and environments.

6 Reading

IL.RB

2

*

Intermediate Low

I can demonstrate my understanding of key words and formulaic phrases across a range of contextualized texts.

2.1

I can use organizational patterns of print, visual and multimedia texts to construct meaning and to gather information by skimming, scanning and reading closely.

2.2

I can use reading and viewing experiences as models for organizing ideas, to understand my oral, print, visual or multimedia texts.

2.3

I can read a grade-level story about people who live in other times or places and compare their challenges with those in my own life.

6 Reading

IL.RB

3

*

Intermediate Low

I can independently read grade-level and grade-appropriate texts with fluency, relative ease, prosody and expression.

3.1

I **can** construct meaning when skimming, scanning and reading closely and further gather information, using organizational patterns in print, visual and multimedia texts.

3.2

I **can** use a dictionary or online dictionary to check the meaning of words, after I have used context clues to infer their meaning.

3.3

I **can** use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about the contents of a text.

3.4

I **can** analyze sentences in written paragraphs during guided reading (e.g., using a visual grammar or related vocabulary reference chart about the structures presented in a given text).

6 Reading

IL.RB

4

*

Intermediate Low

I can demonstrate my understanding of key words and formulaic phrases, fully and with relative ease, across a range of highly contextualized texts.

4.1

I can independently read and understand the literal meaning of short informational texts that are organized with a clear structure (e.g., headings, sub-headings, topic sentences), followed by details and supported by illustrations and/or text graphics and/or other contextual cues.

4.2

I can understand the differences between present, past and future events, when they are related to tense expressions in a range of read or viewed grade-level material.

4.3

I can explore and experiment with a variety of forms of expression for personal purposes, using background information or scaffolded support.

4.4

I can use multiple text features (e.g., guide words, topics and concluding sentences) to gain an overview of the contents of a text and to locate information.

6 Writing

IL.WB

1

*

Intermediate Low

I can write on a wide variety of familiar academic or informational topics, using connected sentences in a paragraph structure.

1.1

I **can** write a report or composition and make it more interesting for others by emphasizing the most important information.

1.2

I **can** write on a variety of academic topics (e.g., a literary response, notes, narrative and informational writing), with support.

1.3

I **can** compose a descriptive text with good spelling, which may contain some spelling errors in difficult and longer words, with many short and long vowels.

1.4

I **can** use all the steps of the writing process: I can plan, revise, edit and rewrite my writing, with scaffolds and teacher support.

6 Writing

IL.WB

2

*

Intermediate Low

I can address topics about daily school life and familiar events from memory, with the support of a 'word bank' or picture dictionary, using strings of connected sentences.

2.1

I can write about something important to me, using descriptive language and different kinds of connected sentences.

2.2

I can state my viewpoint on familiar or researched topics that take place over different time frames and provide reasons to support it, using strings of sentences or connected sentences.

2.3

I can create multiple representations of ideas, events and/or information in an organized way, with facts and examples, using a variety of forms.

2.4

I can show how specific words and phrases in a text or video (e.g., books, folk tales, films) help me understand other people, places or behaviors in different ways.

6 Writing

IL.WB

3

*

Intermediate Low

I can use what I know about Arabic grammar to formulate accurate sentences and/or strings of connected sentences, in addition to keeping track of the practice of grammar rules from former years.

3.1

I can correctly use auxiliary verbs (e.g., 'was' or 'being') in my reports or stories to enrich the connection of ideas.

3.2

I can consistently use a conjunction/noun agreement in my writing (e.g., to prevent a mismatch in terms of gender or singular/plural references, أدوات الربط وصيغ الربط).

3.3

I can use affirmative or negative sentences to compare or contrast, when writing a persuasive or argumentative text, الجمل المثبتة والجمل المنفية

References

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*As educators come from their own teaching contexts, they do reference the Common Core State Standards, which are not used in all Immersion Program states.

The following individual Can-Dos for Immersion Programs in these districts were also referenced:

Anchorage School District, available at <https://www.asdk12.org/Page/5409>

Columbus City Schools, available at <https://www.ccsosoh.us/>

San Diego Office of Education, available at <https://www.sdcoe.net/lls/MEGA/Pages/dual-language-network.aspx>

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