1st Grade

1	Listening	*
	Speaking	*
	Reading	*
	Writing	*

Novice
Mid

QATAR FOUNDATION INTERNATIONAL, LLC

عضـــو فـــي مؤسســـة قطـــر
Member of Qatar Foundation

☐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

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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**

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**

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

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 - ـﻖ - 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 أحـب.).

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').