# 2nd Grade

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

Novice Mid          Novice High

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# ☐2 **Listening** Benchmarks

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| **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. |

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| **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. |

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| **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

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**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.

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**Novice High**  NH.SB

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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 - ــق - ـقـ).

**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.

# ☐2 **Reading**

NM.RB  **2**  **\***  **Novice Mid**

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

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**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.

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**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 مال سال كال ضال طال 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' 'ى,' which looks like ي but sounds like 'l' 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).

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**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.

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**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.

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**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).

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**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 '…'أسرتي' ,'…'أصدقائي' … 'ألواني').

**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).

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**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.

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**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, ولا التعريف ال مع التنوين يجتمع لا مثال التعريف أل تدخل الأفعال على).