

3rd Grade

3	Listening	*
	Speaking	*
	Reading	*
	Writing	*

Novice
High



**QATAR
FOUNDATION
INTERNATIONAL, LLC**

عضو في مؤسسة قطر
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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.