

# 4th Grade

4	Listening	*
	Speaking	*
	Reading	*
	Writing	*

Novice  
High

Intermediate  
Low



**QATAR  
FOUNDATION  
INTERNATIONAL, LLC**

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# 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.

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## 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

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## 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).
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## 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.
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## 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

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## 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.
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## Novice High

- NH.WB
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- 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.
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## 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

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Intermediate Low

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

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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.**

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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.**

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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.

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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.

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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.

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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).

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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.**

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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.

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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.

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**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.

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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.

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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.