5th Grade

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Intermediate
Low
**Listening Benchmarks**

**Intermediate Low**

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**

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**

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.
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.
**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.

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**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.
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.
Listening

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.
Listening

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.
Listening

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

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

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.

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

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

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

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.
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.
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.
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.
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.
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).
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.
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.
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.
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.