

# 5th Grade

5	Listening	*
	Speaking	*
	Reading	*
	Writing	*

Intermediate  
Low



**QATAR  
FOUNDATION  
INTERNATIONAL, LLC**

عضو في مؤسسة قطر  
Member of Qatar Foundation

# 5 Listening Benchmarks

## Intermediate Low

IL.LB

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

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.

## Intermediate High

IH.LB

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.

# 5 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.

# 5 Reading Benchmarks

## 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.

## 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.

# 5 Writing Benchmarks

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## 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.
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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.
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## 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.

# 5 Listening

IM.LB

1

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Intermediate Mid

**I can understand the main idea and key information in a straightforward informational text that is read aloud or viewed.**

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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.

# 5 Listening

IM.LB

2

\*

Intermediate Mid

**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.

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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.

# 5 Listening

IM.LB

3

\*

Intermediate Mid

**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 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.

# 5 Listening

IM.LB

4

\*

Intermediate Mid

**I can understand, interpret or analyze a conversation and/or discussion that I hear, or view, in which I am not a participant.**

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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).

# 5 Speaking

IL.SB

1

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

1.2

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.

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 during a class discussion, to help me plan something I am going to say.

# 5 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 selected variety of information sources.

2.5

I **can** share something that I find interesting and appreciate the different ideas of my classmates.

# 5 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 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.

# 5 Reading

IL.RB

1

\*

Intermediate Low

**I can** use what I know about grade-appropriate Arabic grammar and vocabulary to understand grade-level text, with guidance and/or scaffolds.

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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.

# 5 Reading

IL.RB

2

\*

Intermediate Low

**I can demonstrate my understanding of key words and formulaic phrases across a range of contextualized texts.**

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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.

# 5 Reading

IL.RB

3

\*

Intermediate Low

**I can** independently read grade-level and grade-appropriate texts with fluency, relative ease, prosody and expression.

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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).

# 5 Reading

IL.RB

4

\*

Intermediate Low

**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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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.

# 5 Writing

IL.WB

1

\*

Intermediate Low

**I can** write on a wide variety of familiar academic or informational topics, using connected sentences in a paragraph structure.

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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.

# 5 Writing

IL.WB

2

\*

Intermediate Low

**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.

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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.

# 5 Writing

IL.WB

3

\*

Intermediate Low

**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.

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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.