**6th Grade**

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- Intermediate: Low
- Intermediate: Mid
# 6TH GRADE: BENCHMARKS

## 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. |
| 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. |
| 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. |
## Speaking Benchmarks

<table>
<thead>
<tr>
<th>Level</th>
<th>Benchmark</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Intermediate Low</td>
<td>IL.SB 1</td>
<td>I can tell a story about my life, activities, events and other social experiences, using individual and series of sentences.</td>
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<tr>
<td></td>
<td>IL.SB 2</td>
<td>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.</td>
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<td></td>
<td>IL.SB 3</td>
<td>I can state my viewpoint on familiar topics and give some reasons to support it, using individual and series of connected sentences.</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td>IM.SB 1</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>IM.SB 2</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>IM.SB 3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>IM.SB 4</td>
<td>I can participate in spontaneous spoken conversations on familiar topics, creating individual and series of sentences to ask and answer a variety of questions.</td>
</tr>
<tr>
<td>Intermediate High</td>
<td>IH.SB 1</td>
<td>I can communicate information, make presentations and express my thoughts about familiar academic topics, through spoken language and using a series of connected complex sentences.</td>
</tr>
<tr>
<td></td>
<td>IH.SB 2</td>
<td>I can participate in spontaneous spoken conversations on familiar topics, creating individual and series of sentences to ask and answer a variety of questions.</td>
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<tr>
<td></td>
<td>IH.SB 3</td>
<td>I can interact with others to meet my needs in a variety of situations that take place over different time frames, which sometimes involves a complication, using connected sentences that may be combined to form paragraphs and by asking a variety of questions.</td>
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</tbody>
</table>

Continues over
I can explain preferences, opinions and emotions and provide advice on a variety of familiar and some concrete topics that take place over different time frames, which I have researched, using connected sentences that may be combined to form paragraphs and by asking a variety of questions.

I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that take place over different time frames, which I have researched, using connected sentences that may be combined to form spoken paragraphs and by asking a variety of questions.
### Reading Benchmarks

**Novice High**

<table>
<thead>
<tr>
<th>NH.RB</th>
<th>1</th>
<th>I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand grade-level texts, with guidance.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>I can demonstrate my understanding of short, non-complex texts that convey basic information and are scaffolded with contextual or extralinguistic support.</td>
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<td></td>
<td>3</td>
<td>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.</td>
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</tbody>
</table>

**Intermediate Low**

<table>
<thead>
<tr>
<th>IL.RB</th>
<th>1</th>
<th>I can use what I know about grade-appropriate Arabic grammar and vocabulary to understand a grade-level text, with guidance and/or scaffolds.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>I can demonstrate my understanding of key words and formulaic phrases across a range of contextualized texts.</td>
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<tr>
<td></td>
<td>3</td>
<td>I can independently read grade-level and grade-appropriate texts with fluency, relative ease, prosody and expression.</td>
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<tr>
<td></td>
<td>4</td>
<td>I can demonstrate my understanding of key words and formulaic phrases, fully and with relative ease, across a range of highly contextualized texts.</td>
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</tbody>
</table>

**Intermediate Mid**

<table>
<thead>
<tr>
<th>IM.RB</th>
<th>1</th>
<th>I can understand grade-level academic vocabulary and derive the meaning of unknown vocabulary.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>I can demonstrate my understanding of key words and formulaic phrases, fully and with relative ease, across a range of highly contextualized texts.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>I can independently read grade-level and grade-appropriate texts on successive readings, with moderate fluency, accuracy, at an appropriate rate and with expression.</td>
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</table>
**Writing Benchmarks**

**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.
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.
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.
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.
Listening

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 request and provide information by asking and answering original questions on familiar and everyday topics, using strings of connected sentences, most of the time.

1.1 I can tell someone my opinion about a text or video (e.g., web pages, magazines, films recommended by a classmate) and how the text or video helped me learn about the cultures of the Arab world.

1.2 I can explain my opinion, using a choice of meaningful synonyms to replace simple words in a conversation.

1.3 I can use appropriate volume, phrasing, intonation, non-verbal cues and presentation space to enhance my communication.

1.4 I can summarize what I know about a topic and work with others to get more information and organize our ideas (e.g., to help my group reach a conclusion about a topic and then, using clear language, share it with classmates).
I can participate in conversations on familiar topics and some researched topics, using a variety of original questions and individual and series of sentences of my own devising.

2.1 I can produce a prepared or spontaneous oral presentation on a familiar topic, in a structured or unstructured situation.

2.2 I can make my oral presentations more interesting for my audience through how I use my voice, gestures and timing.

2.3 I can make my oral presentation seem natural and confident through my facial expressions and my use of the space around me.

2.4 I can share my knowledge about a topic with my group members, ask questions and identify resources to support us with our research.
I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using individual and series of connected sentences.

I can use descriptive language, together with different kinds of questions and sentences, to help my audience picture in their minds what it is that I am talking about.

I can contribute to my group’s knowledge about a topic to help identify and focus information needs, sources and the purpose of our group inquiry or research.

I can help set a goal with my group members about what we want to accomplish in a discussion and make sure we reach that goal together.

I can formulate a variety of relevant questions on a topic to establish a purpose for seeking information.
I can participate in conversations with cultural topics, creating individual and series of sentences that ask and answer a variety of questions.

4.1 I can tell others about an Arabic cultural experience and how it affected me (e.g., I can explain to others my viewpoint on an important community event or a cultural person from an Arabic-speaking country).

4.2 I can give my opinion about a classmate’s presentation, using peer feedback criteria or a given rubric.

4.3 I can tell a story about my life, activities, events and other social experiences, using practiced phrases and original connected sentences.

4.4 I can generate ideas and explain them using descriptive language and varied sentence lengths and structures to focus, clarify and enhance my ideas.
Reading

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.
**Reading**

IL.RB 3 Intermediate Low

**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.

1. I can write about something important to me, using descriptive language and different kinds of connected 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 strings of sentences or connected sentences.

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.

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 correctly use auxiliary verbs (e.g., ‘was’ or ‘being’) in my reports or stories to enrich the connection of ideas.

3.2 I can consistently use a conjunction/noun agreement in my writing (e.g., to prevent a mismatch in terms of gender or singular/plural references, أدوات وصيغ الربط).

3.3 I can use affirmative or negative sentences to compare or contrast, when writing a persuasive or argumentative text, الجمل المثبتة والجمل المنفية.