

# 6th Grade

6	Listening	*
	Speaking	*
	Reading	*
	Writing	*

Intermediate Low      Intermediate Mid



# 6 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.

# 6 Speaking Benchmarks

## 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.
- 4** I can participate in spontaneous spoken conversations on familiar topics, creating individual and series of sentences to ask and answer a variety of questions.

## Intermediate High

IH.SB

- 1** 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.
- 2** I can participate in spontaneous spoken conversations on familiar topics, creating individual and series of sentences to ask and answer a variety of questions.
- 3** 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.

Continues over

- 4** 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.
  
- 5** 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.

# 6 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.

# 6 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.

# 6 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.

# 6 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.

# 6 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.

# 6 Listening

IM.LB

4

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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).

# 6 Speaking

IM.SB

1

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Intermediate Mid

**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.

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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).

# 6 Speaking

IM.SB

2

\*

Intermediate Mid

**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.

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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.

# 6 Speaking

IM.SB

3

\*

Intermediate Mid

**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.

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3.1

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.

3.2

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.

3.3

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.

3.4

I can formulate a variety of relevant questions on a topic to establish a purpose for seeking information.

# 6 Speaking

IM.SB

4

\*

Intermediate Mid

**I can participate in conversations with cultural topics, creating individual and series of sentences that ask and answer a variety of questions.**

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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.

# 6 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.

# 6 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.

# 6 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).

# 6 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.

# 6 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.

# 6 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.

# 6 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 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 الربط 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