

Kindergarten

KG	Listening	*
	Speaking	*
	Reading	*
	Writing	*

Novice Low Novice Mid



**QATAR
FOUNDATION
INTERNATIONAL, LLC**

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KG Listening Benchmarks

Novice Low

NL.LB

- 1 I can understand routine words or familiar words from daily speech, when they are supported by gestures or visual representation.
- 2 I can demonstrate my understanding of simple one-step instructions, when gestures and/or repetition are used.
- 3 I can recognize words associated with the immediate environment, such as names of familiar objects found in the classroom or home.
- 4 I can recognize isolated words or high-frequency phrases, when strongly supported by context and/or visuals.

Novice Mid

NM.LB



- 1 I can demonstrate my understanding of simple and slow two-step instructions in class, when gestures and/or repetition are used.
- 2 I can recognize and begin to understand high-frequency phrases, when they are strongly supported by context.
- 3 I can understand memorized or familiar words and/or phrases, when they are supported by gestures or visuals in a read-aloud story.
- 4 I can demonstrate my understanding of predictable questions, statements and commands on familiar topic areas, with strong contextual support, but without the support of prompts.

Novice High

NH.LB

- 1 I can demonstrate my understanding of highly contextualized keywords 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.

KG Speaking Benchmarks

Novice Low

NL.SB

1

I can use practiced and/or memorized words and/or phrases to express my basic needs, with the support of gestures, context or visuals (e.g., hunger or thirst, to use the bathroom, for school supplies).

2

I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

3

I can use single words to respond to questions about a specific and familiar topic area, in a predictable context.

4

I can present personal information about my life, activities and events, using simple words, most of the time.

Novice Mid

NM.SB

1

I can express basic preferences or feelings, using practiced or memorized words and phrases, with the support of gestures or visuals.

2

I can name familiar people, places and objects, using practiced or memorized words and phrases, with the support of gestures or visuals.

3

I can answer a few simple questions on familiar topics, using practiced or memorized words and phrases, with the support of gestures or visuals.

4

I can present personal information about my life, activities and events, using simple words, most of the time.



KG Reading Benchmarks

Novice Low

NL.RB

1

I can recognize and identify a limited number of characters by connecting letters to their sounds, supported by visuals.

2

I can occasionally identify memorized or familiar words in read-aloud stories, when they are strongly supported by context or visuals.

3

I can understand the concept of Arabic print.

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).

KG Writing Benchmarks

Novice Low

NL.WB

1

I can use symbols, pictures or copied words to express a written task.



2

I can copy and attempt to write familiar words and/or phrases.

3

I can copy and produce isolated, basic characters.

4

I can copy or transcribe familiar words or phrases.

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).

KG Listening

NM.LB

1

*

Novice Mid

I can demonstrate my understanding of simple and slow one- and two-step instructions in class, when gestures, visuals and/or repetition are used.

1.1

I can recognize familiar words, such as names of familiar objects in the classroom, when an educator directs me to retrieve or use them.

1.2

I can understand polite greetings and expressions of thanks when they are supported with gestures or clues.

1.3

I can understand when people introduce themselves or present a simple idea.

1.4

I can understand and follow my teacher's one-step direction in class.

1.5

I can understand a few courtesy phrases, with prompts.

1.6

I can recognize a few memorized words, when I hear them spoken together with support from visuals or clues.

KG Listening

NM.LB

2

*

Novice Mid

I can recognize and begin to understand high-frequency phrases, when they are strongly supported by context.

2.1

I **can** listen to a story and speak about what I have heard, using class resources.

2.2

I **can** listen to a story, song or poem and tell someone how it makes me feel and/or make a connection to it.

2.3

I **can** listen and respond to basic statements in the learning environment (e.g., the morning message).

2.4

I **can** restate the main idea in a text that was read to me or from a video that I watched.

2.5

I **can** show my understanding of a simple, original story, enhanced by props and/or gestures.

2.6

I **can** recognize and understand simple multi-step instructions in class when gestures and repetition are used.

KG

Listening

NM.LB

3*****

Novice Mid

I can understand memorized or familiar words and phrases in a read-aloud story, when they are supported by gestures and or visuals.

3.1

I **can** understand key words and/or main ideas on familiar academic topics when they are supported by visuals and clues.

3.2

I **can** watch a short video clip and answer yes or no questions about what I have seen and understood.

3.3

I **can** recognize and understand simple multi-step instructions in class when gestures and repetition are used.

3.4

I **can** recognize several highly practiced or memorized sight words or daily practiced phrases, when my teacher is reading.

KG Listening

NM.LB

4

*

Novice Mid

I can demonstrate my understanding of predictable questions, statements and commands on familiar topic areas, with strong contextual support but without the support of prompts.

4.1

I can show understanding of simple questions, statements and commands on an academic topic, with support.

4.2

I can understand short, simple messages, phrases or instructions on social topics.

4.3

I can recognize and understand some common weather expressions.

4.4

I can recognize and understand simple two-step instructions in class, when gestures and repetition are also used.

4.5

I can recognize and sometimes understand words and phrases for specific purposes, when speech is clear and slow.

4.6

I can recognize words that name colors when someone says them aloud or if I see them with pictures.

4.7

I can recognize the names of some parts of my body, in a health or a fitness class.

KG Speaking

NM.SB

1

*

Novice Mid

I can express basic preferences or feelings, using memorized words and phrases, with the support of gestures and visuals.

1.1

I **can** express my likes and dislikes, using practiced or memorized words and phrases.

1.2

I **can** identify and express feelings on the feeling chart (e.g., happy, sad, angry, frustrated).

1.3

I **can** ask simple questions, when I need something (e.g., asking for school supplies).

1.4

I **can** use polite statements such as 'thank you,' 'you are welcome' or 'you too.'

1.5

I **can** use words or short phrases when talking about myself or my family (e.g., to explain how many people live in my home).

1.6

I **can** point to things in my immediate environment and talk about them, using multiple words or short phrases.

1.7

I **can** draw how I feel and then use words to explain my drawing.

KG Speaking

NM.SB

2

*

Novice Mid

I can name familiar people, places and objects, using practiced or memorized words and phrases, with the support of gestures and visuals.

2.1

I **can** match some high-frequency spoken phrases and expressions on limited topics with picture cards or posters.

2.2

I **can** name familiar people in my school and their job titles.

2.3

I **can** imitate simple representations of familiar ideas, events and information (e.g., redo/repeat what my teacher does or say to present the idea that I am learning about).

2.4

I **can** name objects that I see every day in and outside the classroom.

2.5

I **can** use multiple words or phrases to answer questions on an extremely limited academic topic.

KG Speaking

NM.SB

3

*

Novice Mid

I can answer a few simple questions on daily familiar topics, using practiced or memorized words and phrases, with the support of gestures and visuals.

3.1

I can recall important facts from a text, using correct words and phrases.

3.2

I can ask and answer questions about key details in a text, with prompts and support.

3.3

I can use titles and illustrations to make predictions about different types of text.

3.4

I can restate the main idea of a text, which was read to me, or from a video that I watched.



End of Year Goal

3.5

I can identify basic similarities and differences between two texts on the same topic (e.g., a comparison of illustrations, descriptions or procedures), with prompts and support.

KG Speaking

NM.SB

4

*

Novice Mid

I can present personal information about my life, activities and events, using simple words, most of the time.

4.1

I **can** recite poems and sing songs, with my teacher and classmates.

4.2

I **can** imitate or use simple, basic oral interactions to express my needs (e.g., hunger or thirst, to use a bathroom, for school supplies).

4.3

I **can** use multiple words, phrases or expressions for daily situations and in the immediate environment.

4.4

I **can** repeat and create simple, patterned, oral phrases about social topics, in the learning environment.

4.5

I **can** use memorized expressions on a limited number of learned or new topics.

KG

Reading

Category One: Decoding/Recalling

NL.RB

1

*

Novice Low

I can recognize and identify a limited number of alphabet characters, by connecting letters to their sounds, with support from visuals.

1.1

I **can** point to an isolated letter, when I hear its name, as well as identifying all the letters in my own name.

1.2

I **can** recognize the sound of a few letters, when they are spoken or spelled out.

1.3

I **can** make the sound of some stand-alone letters, when my teacher points at or asks about them.

1.4

I **can** recognize the sound of the first letter of familiar names (e.g., my name or the name of a friend).

1.5

I **can** identify and name letters, when they are written in isolation.

1.6

I **can** recognize a word by looking at a visual equivalent (e.g., by looking at picture clues to recognize the word).

1.7

I **can** read along with some sight words in a short, simple story, poem or song, together with my teacher and classmates.

KG

Reading

Category Two: Understanding Meaning

NL.RB

2

*

Novice Low

I can occasionally identify memorized or familiar sight words in a read-aloud story, when they are strongly supported by context and visuals.

2.1

I can figure out the labels on objects in the classroom (e.g., to find an object in the classroom by reading its label or using visual clues to identify labels).

2.2

I can use pictures in a book to help me figure out the meaning of some words or phrases (e.g., match pictures of objects to their labels).

2.3

I can identify and name the different parts of a book (e.g., front and back covers, title page, author and illustrator).

2.4

I can use titles and illustrations to make predictions about what will happen in a text.

2.5

I can use picture clues to determine elements of a story (e.g., with prompts or support, I can identify the characters, settings or plot of a story).

2.6

I can identify types of everyday print materials (e.g., recognize common types of texts, such as storybooks, poems, newspapers, signs, labels).

2.7

I can demonstrate my understanding of a grade-level text, when my teacher is reading aloud to me, with guidance and scaffolds.



Reading

Category Two: Understanding Meaning

NL.RB



Novice Low

I can understand the concept of Arabic print.

3.1

I can recognize that spoken words can be represented in print for communication.

3.2

I can identify the front cover, back cover and title page of a book, starting with the right-to-left direction of Arabic text.

3.3

I can notice features of words, phrases or sentences (e.g., I can recognize that words have different letters, that a phrase has more than one word and is separated by spaces, and that sentences are made up of words separated by spaces and an ending punctuation mark).

KG

Writing

NL.WB

1*******Novice Low**

I can use symbols, pictures or words to express myself in a written task.

1.1

I can trace, form or shape all letters of the Arabic alphabet in their isolated and original forms.

1.2

I can copy/write and recognize the Arabic letters in isolated forms, when I see them.

1.3

I can color within the lines, when decorating my Arabic alphabet.

1.4

I can draw a topic, including symbols or words from the word box.

1.5

I can match a picture of an item to the sound of its initial letter.

1.6

I can copy or attempt to write some letters of the alphabet with their dots, when appropriate.

KG Writing

NL.WB

2

*

Novice Low

I can copy and attempt to write familiar words and/or phrases.

2.1

I can write from right to left and from top to bottom.

2.2

I can copy words and short sentences, for the most part.

2.3

I can copy all letters of the alphabet with their dots.

2.4

I can write my first name, using the alphabet chart.

2.5

I can copy words and phrases that I have learned.

KG Writing

NL.WB

3

*

Novice Low

I can copy or transcribe familiar words and/or simple phrases about social or academic topics.

3.1

I can write and distinguish long vowels in a word, topic or book.

3.2

I can use a combination of drawing and dictation to state my opinion or preference about a topic or book.

3.3

I can draw ideas from personal experience, with the support of “visual word banks”.

3.4

I can use finger spaces between words, when copying off the board.

3.5

I can name and draw the main topic idea of the text, with support from prompts and/or visuals.

3.6

I can illustrate, write and/or label or dictate to create a writing task, with prompts.



End of Year Goal

3.7

I can sound out, blend in and write a consonant vowel consonant (CVC) word. (e.g., write two or three letter sounds in a given word, such as ځښ).