Kindergarten

<table>
<thead>
<tr>
<th>KG</th>
<th>Listening</th>
<th>Novice Mid</th>
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<tbody>
<tr>
<td></td>
<td>Speaking</td>
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ARABIC LANGUAGE ARTS: CAN DOS FOR DUAL LANGUAGE IMMERSION PROGRAMS
### KG Listening Benchmarks

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

<table>
<thead>
<tr>
<th>Novice Mid</th>
<th>NM.LB</th>
<th>1</th>
<th>I can demonstrate my understanding of simple and slow two-step instructions in class, when gestures and/or repetition are used.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>I can recognize and begin to understand high-frequency phrases, when they are strongly supported by context.</td>
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<tr>
<td></td>
<td></td>
<td>3</td>
<td>I can understand memorized or familiar words and/or phrases, when they are supported by gestures or visuals in a read-aloud story.</td>
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<tr>
<td></td>
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<td>4</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Novice High</th>
<th>NH.LB</th>
<th>1</th>
<th>I can demonstrate my understanding of highly contextualized keywords and/or main ideas on familiar academic topics.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>I can demonstrate my understanding of simple questions, statements and commands on familiar topics and some sentences in new topics, with strong contextual support.</td>
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<tr>
<td></td>
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<td>3</td>
<td>I can demonstrate my understanding of familiar stories that follow a logical order.</td>
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<tr>
<td></td>
<td></td>
<td>4</td>
<td>I can demonstrate my understanding of simple multi-step instructions in class, when gestures, visuals and/or repetition are used.</td>
</tr>
</tbody>
</table>
### 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). |
| Novice Low | NL.SB | 2 | I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences. |
| Novice Low | NL.SB | 3 | I can use single words to respond to questions about a specific and familiar topic area, in a predictable context. |
| Novice Low | NL.SB | 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. |
| Novice Mid | NM.SB | 2 | I can name familiar people, places and objects, using practiced or memorized words and phrases, with the support of gestures or visuals. |
| Novice Mid | NM.SB | 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. |
| Novice Mid | NM.SB | 4 | I can present personal information about my life, activities and events, using simple words, most of the time. |
### Novice Low

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<table>
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<tr>
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<tbody>
<tr>
<td>NL.RB</td>
<td><strong>1</strong></td>
<td>I can recognize and identify a limited number of characters by connecting letters to their sounds, supported by visuals.</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong></td>
<td>I can occasionally identify memorized or familiar words in read-aloud stories, when they are strongly supported by context or visuals.</td>
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<td></td>
<td><strong>3</strong></td>
<td>I can understand the concept of Arabic print.</td>
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</table>

### Novice Mid

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<thead>
<tr>
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<tbody>
<tr>
<td>NM.RB</td>
<td><strong>1</strong></td>
<td>I can recognize some characters, individually and in combination, when decoding words.</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong></td>
<td>I can identify several highly contextualized words and/or phrases.</td>
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<td></td>
<td><strong>3</strong></td>
<td>I can use what I know about Arabic vocabulary and grammar to help me understand a text.</td>
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<td></td>
<td><strong>4</strong></td>
<td>I can demonstrate my understanding of a grade-level text, with guidance (e.g., using information from simple expository texts).</td>
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</table>
## 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).
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

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

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

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

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

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

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

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

I can recognize and understand some common weather expressions.

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

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

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

I can recognize the names of some parts of my body, in a health or a fitness class.
I can express basic preferences or feelings, using memorized words and phrases, with the support of gestures and visuals.

1. I can express my likes and dislikes, using practiced or memorized words and phrases.
2. I can identify and express feelings on the feeling chart (e.g., happy, sad, angry, frustrated).
3. I can ask simple questions, when I need something (e.g., asking for school supplies).
4. I can use polite statements such as ‘thank you,’ ‘you are welcome’ or ‘you too.’
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).
6. I can point to things in my immediate environment and talk about them, using multiple words or short phrases.
7. I can draw how I feel and then use words to explain my drawing.
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.
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.

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

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

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

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

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

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).

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).

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

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

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).

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

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