

Qur'ānic Arabic Memorization Expectations (3rd-5th Grade)

- 1) The student does not change the meaning of what is recited (laḥnun jaliyy) because of a mistake in either makhārij (the letters' points of articulation/from where the letters exit) or ṣifāt (letters' attributes/how the letters exit).
- 2) The student gives each letter its ḥaqq (right) in terms of the ṣifāt (attributes), with a focus on the following, after they have been covered in Qur'ānic Arabic class: al-hams (letting air flow out of the mouth when pronouncing the whispering letters: فَحَّئُهُ شَخْصٌ سَكَّتْ), alisti'lā' (raising the tongue when pronouncing the raised letters: حُصَّ ضَعُطٌ قَطُّ), al-qalqalah (giving a bounce/echo to the shocked letters: قُطْبُ جِدِّ), and al-istiṭālah (elongating the tongue when pronouncing the elongated letter: ض).
- 3) The student does not extend a short vowel (one ḥarakah: faḥah, ḍammah, or kasrah) to the length of a long vowel (two ḥarakahs/ḥarakatān: 'alif, wāw, or yā') or do the opposite—shortening a long vowel (ḥarakatān) to the length of a short vowel (ḥarakah).
- 4) When there is a hā' (ه) or tā'un marbūṭah (ة) at the end of an 'āyah, the student clearly pronounces it with an exhalation (a hā' / ه), breathing out audibly, and not a mere faḥah (َ). Otherwise, a letter is left out.
- 5) If there is a madd symbol (~) on top of an 'alif (ِ), wāw, or yā', the student extends the long vowel to a length at least twice (four or five ḥarakāt) that of a normal 'alif, wāw, or yā' (al-maddu ṭ-Ṭabī'iy: ḥarakatān). This applies to both al-maddu l-muttaṣil as well as al-maddu l-munfaṣil.
- 6) The student does not take a breath while reciting without following the rules of recitation. Rather, the students stops properly—making the last letter pronounced before breathing sākinah (ْ), then repeating what was before and continuing (unless there's an opportunity to stop ['alāmatu l-waqf] by one of various symbols).
- 7) The student ends every 'āyah by taking a breath and pronouncing the last letter in that 'āyah as sākinah without joining it to the one that follows it (waṣl). This is not because the student cannot say two or even several 'āyāt in one breath, connecting them properly. Rather, this is because it was the practice of the Prophet Muḥammad (ṣalla l-lāhu 'alayhi wa sallam) to stop at the end of each 'āyah while reading unhurriedly, reflecting upon each 'āyah. This also ensures that the student has memorized where each 'āyah ends and the next one begins.
- 8) The student cannot repeat the same assessment twice in one day because it does not reflect what was truly memorized.