

مدرسة الاندلسية

منهاج اللغة العربية

الصف الخامس

المستوى الخامس

المحتويات

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11. تصفح الانترنت للعثور عن معلومات عن حدث فني او رياضي او فيلم سينمائي

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 4. القدرة على طلب التوضيح
 5. القدرة على مخاطبة الآخرين بتنوعهم
 6. وصف الناس بشكل بسيط
 7. السؤال عن الأسعار
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 17. القصص والفولكلور العربي
 18. الإحتفالات المشهورة في العالم العربي والإسلامي
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 3. إستخدام (أيضا، كذلك)
 4. إستخدام الإسماء المصولة (الذي، التي...الخ)
 5. أسلوب العطف (يعيشون في...ويعملون)
 6. كان وأخواتها
 7. الظروف
 8. اجملة الإسمية والفعلية
 9. الإسماء والصفات
 10. الضمائر المتصلة والمنفصلة للغائب والحاضر

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4. جغرافيا العالم العربي
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6. كيف نستمتع بالوقت
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بنك المفردات

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3. التسوق
4. زيارة الماكن الجميلة
5. العياد
6. الفن: التمثيل والرقصات الشعبية

توزيع الطلبة داخل الصف

Grade: _____

Group: (A) _____ (B) _____ (C) _____

School Year: _____

Level	Proficiency Level	Student	initial Score	Final Score
Level K	Low Novice			
Level 1	Low Novice			
Level 2	Mid Novice			
Level 3	High Novice			
Level 4	Low Intermediate			
Level 5	Mid Intermediate			

Level 6	High Intermediate			
Level 7	Low Advanced			
Level 8	Mid Advanced			
Level 9	High Advanced			
Level 10	Superior			
Level 11	Distinguished			
Level 12	Native			

<p>Mid Intermediate (26)</p>	<p>Students can understand with some effort the overall message of oral discourse in moderately demanding contexts, including media broadcasts, and personally relevant topics.</p> <ul style="list-style-type: none"> • They may require repetition, rephrasing, or some modifications of speech for unfamiliar topics. • They can understand a range of common vocabulary and a very limited number of idioms. • They can understand simple, short, predictable phone messages, but have limited ability to understand extended speech on the phone and sometimes in person. • They sometimes understand new information in brief personal interactions. • They can often identify details when listening to extended speech and usually understand natural speech when the situation is familiar or fulfills immediate needs. 	<p>Students can communicate in social situations and in some less routine situations on familiar topics of personal relevance.</p> <ul style="list-style-type: none"> • They can communicate facts and ideas in some detail, adding detail or rephrasing messages to facilitate conversation. • They can use a variety of structures with some omission or reduction of elements such as articles. • Grammar and pronunciation errors are still common and may sometimes impede communication, especially when the students are speaking about academic topics. • They demonstrate a range of everyday vocabulary, and some common phrases and idioms. • Their use of more academic vocabulary may be characterized by inappropriate word choice and awkward phrasing. • Their discourse is reasonably fluent, but hesitations and pauses are still frequent. • They may over rely on familiar grammatical structures and vocabulary to communicate message. 	<ul style="list-style-type: none"> • Students can understand the purpose, main ideas, and some details in some shorter authentic and academic texts. • They can find specific, detailed information in prose texts, and get specific details from routine texts, such as a set of instructions. • They can read text with language that is mostly concrete and factual, with some abstract, conceptual, and technical vocabulary items. <p>8 Learning Standards for ESL</p> <ul style="list-style-type: none"> • They can read with some fluency and speed, but often need to reread to clarify. • They sometimes understand the meaning of new words, phrases, or idioms from context, and can sometimes distinguish between main and supporting ideas. • They rarely understand texts that are grammatically complex or on unfamiliar topics. 	<p>Students can effectively convey an idea, opinion, feeling, or experience in a simple paragraph, though their writing often exhibits a lack of strong control over grammar, vocabulary, punctuation, and spelling.</p> <ul style="list-style-type: none"> • They can write short letters and notes on a familiar topic and reproduce in writing simple information they have received orally or visually. • They demonstrate some effective control over writing when reproducing information. • When creating their own texts, their language remains simple, and some phrases may be characterized by nonnative English word combinations. • They can write on a variety of familiar topics and write original short texts, using familiar vocabulary and structures. • They demonstrate some evidence of organizational ability.
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Andalusia School

Arabic Language Placement and Assessment Rubric

Student Name: _____ Grade: _____ Proficiency Raw Score: _____
 Percentile Score _____ Proficiency Level (total): _____
 Level Per Skill: Listening: _____ Speaking: _____ Reading: _____
 Writing: _____

171 Total Points	Listening	Speaking	Reading	Writing
Low Beginning (12)	<p>Students at this low beginning level of ESL can recognize a very limited number of common individual words and learned phrases, even in a predictable context and on everyday personal topics.</p> <ul style="list-style-type: none"> • They can understand greetings and some simple instructions, and depend on gestures and other contextual clues. • They require extensive assistance to make language comprehensible 	<p>Students demonstrate little or no functional communicative ability in English.</p> <ul style="list-style-type: none"> • They demonstrate almost no control of basic grammar structures and verb tenses, and have a very limited vocabulary. • They depend greatly on gestures in expressing meaning and may also switch to first language at times. • Their pronunciation difficulties may significantly impede communication. 	<p>Students are limited in their ability to meaningfully decode words and interpret sound-symbol relationships in English.</p> <ul style="list-style-type: none"> • They may be able to read isolated words, common phrases, and familiar public signs with visual support. 	<p>Students have few or no practical writing skills in English.</p> <ul style="list-style-type: none"> • Their limited knowledge of English and English spelling conventions limits their ability to write down unfamiliar words. • They are sometimes able to write isolated words and/or common phrases, and may be able to copy/record time, addresses, names, and numbers.

<p>Mid Beginning (19)</p>	<p>Students at this mid beginning stage can understand a number of individual words, common social phrases, and simple short sentences on topics of immediate personal relevance or related to the immediate physical environment.</p> <ul style="list-style-type: none"> • They can understand simple personal information questions and simple commands or directions related to the immediate context. • They continue to struggle to understand simple instructions without clear contextual clues. • Students at this stage continue to rely on visual support and other assistance. • They frequently understand some short, previously learned words or phrases, particularly through use of 	<p>Students can communicate in face-to-face interactions in a very limited way, using single words and short, learned phrases sufficient for meeting simple needs and for expressing basic courtesies.</p> <ul style="list-style-type: none"> • They demonstrate little control of basic grammar structures and verb tenses and continue to depend on gestures in expressing meaning. • Their pronunciation difficulties may significantly impede communication. • They frequently need assistance and are often misunderstood even by attentive listeners. • Their speech is characterized by frequent pauses and occasionally by use of native language. 	<p>Students can read familiar personal and place names, common public signs, and simple texts especially if related to immediate needs.</p> <p>Introduction 5</p> <ul style="list-style-type: none"> • They can find information in a simple text with clear format and layout. • They can match illustrations to short sentences, containing some familiar words. • They may understand clearly related sentences when context, background knowledge, or visual information supports meaning. • Punctuation clues rarely support students' comprehension. 	<p>Students can write a few phrases about self and family or other highly familiar information such as a simple description.</p> <ul style="list-style-type: none"> • They have minimal practical writing skill in English, and demonstrate limited awareness of sound-letter correspondence and mechanics. • They can write some familiar numbers, letters, and words and can write down basic personal identification information.
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	<p>cognates or when the situation strongly supports understanding, although they can rarely understand an ongoing message.</p> <ul style="list-style-type: none"> • They usually require repetition, rephrasing, or modified speech 			
High Beginning (21)	<p>Students can understand key words, formulaic phrases, and most short sentences in simple, predictable conversations on topics of immediate personal relevance.</p> <ul style="list-style-type: none"> • They understand questions related to personal experience and requests related to the immediate context. • They frequently need assistance to comprehend meaning and sometimes may understand the main idea of short simple speech on familiar topics. <p>4 Learning Standards for ESL</p> <ul style="list-style-type: none"> • They can sometimes understand an 	<p>Students can communicate basic immediate needs and simple personal experiences with some difficulty, in short informal face-to-face conversations.</p> <ul style="list-style-type: none"> • They can describe a situation or tell a simple story, using a variety of short sentences. • They demonstrate some control of basic grammar and can use basic time expressions to communicate past events with limited accuracy. • They demonstrate adequate vocabulary for routine everyday communication that relates to familiar topics. • They can ask 	<p>Students usually read slowly, word by word.</p> <ul style="list-style-type: none"> • They understand many common words and/or phrases and can phonetically decode familiar and some unfamiliar words. • They sometimes understand new words and phrases in context or through cognates. • They sometimes understand common sentence connectors. • Students can sometimes locate facts and specific details in short, simple texts with clear layout. • They often understand related sentences when context, prior knowledge, or visual 	<p>Students have gained some practical writing skill in English, yet have limited independent expression.</p> <ul style="list-style-type: none"> • They demonstrate some awareness of sound-letter correspondence and mechanics and can produce sentences and short phrases that have been previously learned or that relate to familiar topics. • They use simple vocabulary and sentence structure, and their writing is often characterized by errors not made by native English writers.

	ongoing message but still often require repetition, rephrasing, or modified speech.	and answer simple questions and initiate and respond to simple statements. <ul style="list-style-type: none"> • They can sometimes recombine learned material in original ways, although with limited grammatical accuracy. • They are sometimes misunderstood even by attentive listeners 	information supports meaning. <ul style="list-style-type: none"> • Punctuation clues begin to support students' comprehension. 	
Low Intermediate (19)	Students can recognize many topics by familiar words and phrases. <ul style="list-style-type: none"> • They understand simple, short, direct questions related to personal experience and general knowledge and can understand many common everyday instructions and directions related to the immediate context. 6 Learning Standards for ESL• With strong support and clear context, students often understand	Students can maintain a face-to-face conversation on a familiar topic, using a variety of simple structures and even some complex ones. <ul style="list-style-type: none"> • Their speech demonstrates a range of common words, some low-frequency vocabulary, and a limited number of idioms, although they may avoid topics with unfamiliar vocabulary. • Their speech may include occasional word-for-word translations, and they sometimes 	Students can typically read a simple two- to three-paragraph text within a mostly familiar, mostly predictable context of daily life and experience, or a simple narrative, occasionally understanding the main idea of a text when content and language are familiar. <ul style="list-style-type: none"> • They read word by word or in short phrases, and can understand most common words and/or 	Students can write simple descriptions and narrations of events, stories, plans about self and family, or other highly familiar topics. <ul style="list-style-type: none"> • They use familiar vocabulary and structures and often exhibit a lack of control over grammar, vocabulary, punctuation, and spelling. • They can write original short texts and demonstrate some evidence of organizational ability in their

	<p>new information.</p> <ul style="list-style-type: none"> • They can sometimes identify the main idea and details when listening to extended speech on a familiar topic. • They benefit from repetition or rephrasing. 	<p>have to repeat themselves to be understood by the general public.</p> <ul style="list-style-type: none"> • They correctly use a limited range of grammatical structures, and grammar and pronunciation errors are frequent and sometimes impede communication. • They occasionally express original ideas with limited grammatical accuracy and much circumlocution regarding low-frequency vocabulary. • Students continue to employ use of gestures and rely less frequently on visuals to communicate. 	<p>phrases.</p> <ul style="list-style-type: none"> • They can often locate facts and some details in short, simple texts, and sometimes understand new information from texts with familiar language. • They occasionally understand common cultural references. 	<p>writing.</p> <ul style="list-style-type: none"> • They can write on some concrete and familiar topics and write short messages such as postcards, notes, directions, and letters.
<p>Mid Intermediate (26)</p>	<p>Students can understand with some effort the overall message of oral discourse in moderately demanding contexts, including media broadcasts, and personally relevant topics.</p>	<p>Students can communicate in social situations and in some less routine situations on familiar topics of personal relevance.</p> <ul style="list-style-type: none"> • They can communicate facts and ideas in some detail, adding detail or 	<ul style="list-style-type: none"> • Students can understand the purpose, main ideas, and some details in some shorter authentic and academic texts. • They can find specific, detailed information in prose texts, and get specific details 	<p>Students can effectively convey an idea, opinion, feeling, or experience in a simple paragraph, though their writing often exhibits a lack of strong control over grammar, vocabulary,</p>

	<ul style="list-style-type: none"> • They may require repetition, rephrasing, or some modifications of speech for unfamiliar topics. • They can understand a range of common vocabulary and a very limited number of idioms. • They can understand simple, short, predictable phone messages, but have limited ability to understand extended speech on the phone and sometimes in person. • They sometimes understand new information in brief personal interactions. • They can often identify details when listening to extended speech and usually understand natural speech when the situation is familiar or fulfills immediate needs. 	<p>rephrasing messages to facilitate conversation.</p> <ul style="list-style-type: none"> • They can use a variety of structures with some omission or reduction of elements such as articles. • Grammar and pronunciation errors are still common and may sometimes impede communication, especially when the students are speaking about academic topics. • They demonstrate a range of everyday vocabulary, and some common phrases and idioms. • Their use of more academic vocabulary may be characterized by inappropriate word choice and awkward phrasing. • Their discourse is reasonably fluent, but hesitations and pauses are still frequent. • They may over rely on familiar grammatical structures and 	<p>from routine texts, such as a set of instructions.</p> <ul style="list-style-type: none"> • They can read text with language that is mostly concrete and factual, with some abstract, conceptual, and technical vocabulary items. <p>8 Learning Standards for ESL</p> <ul style="list-style-type: none"> • They can read with some fluency and speed, but often need to reread to clarify. • They sometimes understand the meaning of new words, phrases, or idioms from context, and can sometimes distinguish between main and supporting ideas. • They rarely understand texts that are grammatically complex or on unfamiliar topics. 	<p>punctuation, and spelling.</p> <ul style="list-style-type: none"> • They can write short letters and notes on a familiar topic and reproduce in writing simple information they have received orally or visually. • They demonstrate some effective control over writing when reproducing information. • When creating their own texts, their language remains simple, and some phrases may be characterized by nonnative English word combinations. • They can write on a variety of familiar topics and write original short texts, using familiar vocabulary and structures. • They demonstrate some evidence of organizational ability.
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		vocabulary to communicate message.		
High Intermediate 26)	<p>Students can usually understand main ideas and identify key words and important details in oral discourse in sustained personal interactions.</p> <ul style="list-style-type: none"> • Students understand language in moderately demanding contexts, such as audiotapes and media broadcasts on everyday topics. • They can understand a range of common vocabulary and a limited number of idioms. • They comprehend contextualized, short sets of instructions and directions, but may still need repetition. • They can understand simple, short, predictable phone messages. • They sometimes understand speech on abstract or 	<p>Students can communicate somewhat comfortably and spontaneously in many common daily situations, participating in informal conversations and some formal conversations with some confidence.</p> <ul style="list-style-type: none"> • They can speak on familiar concrete and academic topics at a descriptive level, using a variety of vocabulary resources, although sometimes inappropriately. • Grammar and pronunciation errors are relatively frequent, but rarely impede communication. • Their discourse is reasonably fluent, but with frequent self-corrections and/or rephrasing to facilitate communication. • They 	<p>Students can understand main ideas, key words, and important details in lengthier social and academic texts.</p> <ul style="list-style-type: none"> • They can read printed or handwritten notes, letters, and schedules. • They can often get new information about familiar topics from reading texts with clear organization. • They can read simple texts on familiar academic topics with some fluency and speed, often understanding the meaning of new words from context. • They can usually distinguish between main and supporting ideas in texts that are accessible because of familiar content and/or language. • They sometimes understand texts that are 	<p>Students can effectively convey familiar information in familiar standard formats.</p> <ul style="list-style-type: none"> • They can effectively reproduce information received orally or visually, and can take simple notes from short oral presentations or from reference materials. • They demonstrate good control over simple structures, but have difficulty with some complex structures and produce some nonstandard word combinations. <p>Introduction 9• They can write about topics relating to personal and academic interests, and show some ability to write organized and developed text.</p> <ul style="list-style-type: none"> • They use some cohesive devices appropriately and

	<p>academic topics, although this understanding is often affected by length, topic familiarity, and cultural knowledge.</p> <ul style="list-style-type: none"> • They show evidence of understanding inferences. 	<p>demonstrate control over most basic and many complex grammatical structures and have a growing inventory of common idiomatic language.</p> <ul style="list-style-type: none"> • Students at this stage can usually be understood by attentive listeners. 	<p>grammatically complex or deal with unfamiliar topics.</p> <ul style="list-style-type: none"> • They often understand common cultural references in texts. 	<p>display some control of sentence structure and punctuation to indicate sentence boundaries and separation of ideas.</p> <ul style="list-style-type: none"> • They sometimes use inappropriate vocabulary and word forms.
Low Advanced (26)	<p>Students can usually comprehend main points and most important details in oral discourse in moderately demanding language contexts, including media broadcasts.</p> <ul style="list-style-type: none"> • They often cannot sustain understanding of conceptually or linguistically complex speech and require slower speech, repetitions, and rewording. • They often understand implications beyond surface meaning. • They recognize 	<p>Students can communicate effectively in most daily social and school situations.</p> <ul style="list-style-type: none"> • They can initiate and participate in conversations with confidence, speaking on familiar social and academic topics. • They can provide more nuanced descriptions, opinions, and explanations, using a wide variety of concrete and abstract vocabulary and some technical vocabulary. • They attempt to use precise word choice to communicate shades of 	<p>Students can understand main ideas, key words, and important details in lengthier passages in a wider range of personal and academic texts.</p> <ul style="list-style-type: none"> • They can usually adjust reading rate according to the content of the text, are able to use a wide range of complex textual cues to comprehend the meaning and structure of a text, including punctuation clues. • They can understand most new words, given a clear context. • They usually make appropriate 	<p>Students can construct coherent paragraphs on familiar concrete topics, with clear main ideas and some supporting details, and with a developing sense of audience.</p> <ul style="list-style-type: none"> • They can effectively join two or three paragraphs into a larger text. • They sometimes produce written discourse patterns in lengthier texts that are typical for their first language rather than typical for English. • They can write effectively about

	<p>but do not always understand an expanded inventory of concrete and idiomatic language.</p> <ul style="list-style-type: none"> • They can understand more complex indirect questions about personal experience, familiar topics, and general knowledge. • They can understand short, predictable phone messages on familiar matters, but have problems understanding unknown details on unfamiliar matters. • They have some difficulty following a faster conversation between native speakers. • Their understanding of speech continues to be affected by length, topic familiarity, and cultural knowledge. 	<p>meaning.</p> <ul style="list-style-type: none"> • Grammar and pronunciation errors still arise but rarely impede communication. • Their speech is reasonably fluent and they are usually easily understood by native English speakers. <p>10 Learning Standards for ESL</p> <ul style="list-style-type: none"> • They have control over most basic and complex grammatical structures and demonstrate increased understanding of use of situational and culturally appropriate language. 	<p>low-level inferences, understand figurative language, and usually understand the author’s purpose, point of view, and tone.</p> <ul style="list-style-type: none"> • They often understand texts that are either conceptually or linguistically complex 	<p>a variety of topics, including academic topics, and usually display clear organization and development. Introduction 11</p> <ul style="list-style-type: none"> • They display an awareness of audience and purpose. • They demonstrate control of most kinds of sentence structure, yet continue to make some errors in grammar, vocabulary, and punctuation. • These errors, however, rarely interfere with communication.
High Advanced (22)	Students can comprehend many important aspects of oral language on social	Students can confidently make prepared academic presentations.	Students can grasp main ideas, key words, and important details in a wide range	Students can link sentences and paragraphs to form coherent texts to express

	<p>and academic topics, such as main points, most details, speaker's purpose, attitudes, levels of formality, and inferences.</p> <ul style="list-style-type: none"> • They can comprehend an expanded range of concrete, abstract, and conceptual language and can sustain understanding of conceptually or linguistically complex speech. • They can understand sufficient vocabulary, idioms, colloquial expressions, and cultural references to understand detailed stories of general popular interest. • They often have difficulty following rapid, colloquial, or idiomatic speech between native English speakers. • Their understanding of English is much less frequently 	<ul style="list-style-type: none"> • Their speech is fluent; they use a sophisticated range of vocabulary, including technical vocabulary, in both formal and informal settings. • They demonstrate mastery of almost all grammatical structures. • Grammar, vocabulary, and pronunciation errors very rarely impede communication. • They usually use precise word choice to communicate shades of meaning. • They can actively and effectively engage in extended discussions in most social and academic situations. • They use greater language resources to analyze, problem solve, and make decisions. • They are easily understood by native speakers of English. 	<p>of authentic social and academic texts.</p> <ul style="list-style-type: none"> • They read most texts, including grade-appropriate academic texts, fluently, adjusting reading rate according to the text. • They usually understand texts that are conceptually and/or linguistically complex, and make appropriate inferences when necessary. • They understand the author's purpose, point of view, and tone, and often understand figurative language. 	<p>ideas on familiar concrete and abstract topics, with clear main ideas, and with an appropriate sense of audience.</p> <ul style="list-style-type: none"> • They demonstrate good control over common sentence patterns, coordination, subordination, spelling, and mechanics. • They continue to have occasional difficulty with some complex structures, with naturalness of phrases and expressions, with organization, and with style. • They can write about a variety of topics, and use a variety of sentence structures for stylistic purposes. • They make some errors in grammar, vocabulary, and punctuation, but these do not interfere with communication.
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	affected by length, topic familiarity, and cultural knowledge.			
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