

Advanced Level

# **Advanced students lessons, and Unit plan**

# Advanced students lessons

## الصحافة الإلكترونية



# الصحافة الإلكترونية



# Speaking

Teacher Do: ask student several question related to their previous learning using the photos in the slide.



# Speaking

- ١- ماذا ترى/ تشاهد في الصور؟
- ٢- أي نوع من الصحافة ترى في الصور؟
- ٣- صف إحدى الصور التي تراها؟



٢



٣



١

# Speaking

# ناقش مع زميلك

١- هل تقرأ الصحف؟ أي نوع من الصحف تقرأ؟ في رأيك ما أهمية الصحف ولماذا نقرأ الصحف؟



# Speaking

# ناقش مع زميلك

٢- ما الذي يجذب انتباهك في الصحف الورقية ولماذا؟





# Speaking

# ناقش مع زميلك

٣- هل تتصفح الأخبار من خلال الشبكة العنكبوتية الانترنت ولماذا؟



# Speaking

# ناقش مع زميلك

٤- هل تعتقد أن انتشار الصحف الإلكترونية يؤثر سلبا على مستقبل الصحف الورقية؟



# Comprehensive Reading

## الصحافة الإلكترونية

تطورت وسائل الاتصال والتكنولوجيا المعلومات وترتب على ذلك حصول المنافسة في عالم الصحافة بين الصحف (الجرائد) الورقية، والصحافة الإلكترونية. خاصة مع تزايد أعداد مستعملي الشبكة العنكبوتية. مما دفع أصحاب ومالكي الصحف التقليدية الورقية الى امتلاك مواقع الكترونية لمطبوعاتهم الورقية.

صدرت أول نسخة من الصحف الالكترونية في عام ١٩٩٣، إذ أطلقت صحيفة أمريكية نسختها الإلكترونية، تلاها صحيفتان بريطانيتان أطلقتا بدورهما نسختها الإلكترونية عام ١٩٩٤.

## Comprehensive Reading

## الصحافة الإلكترونية

ما عربيًا، فقد أصدرت صحيفة الشرق الأوسط من لندن -وهي صحيفة ورقية عربية- نسختها الإلكترونية منذ أكثر من ثلاثة عشر عامًا، وفي الوقت نفسه تمّ إصدار النسخة الإلكترونية لصحيفة النهار اللبنانية.

يعد موقع إيلاف الذي يصدر من لندن منذ عام ٢٠٠١ بمثابة أول صحيفة إلكترونية عربية، وجدير بالذكر أن هناك زيادة ملحوظة في عدد قراء الصحف الإلكترونية بالتزامن مع زيادة انتشار هذا النوع من الصحف، وعلى جانب آخر تشهد الصحف الورقية تراجعًا في عدد القراء.

listen then Discuss with your classmate  
نقاش و حوار

ما هي الصحافة الإلكترونية؟



# Comprehensive Reading



## ما هي الصحافة الإلكترونية؟

الصحافة الإلكترونية؟ هي: الصحف التي يتم إصدارها ونشرها على الشبكة العنكبوتية، ويتم تصفحها عبر شاشات الحواسيب الإلكترونية. وتشتمل على: المادة الصحفية والصور، والرسومات المتحركة والصوت، والفيديوهات.

## Comprehensive Reading

## أنواع الصحف الإلكترونية

الصحف الإلكترونية نوعان رئيسيان؛ هما:



□ الصحف الإلكترونية الكاملة.

□ النسخ الإلكترونية من الصحف الورقية.



□ الصحف الإلكترونية الكاملة: هي صحف قائمة بذاتها، لكنها تحمل اسم الصحيفة الورقية.

□ النسخ الإلكترونية من الصحف الورقية: هي مواقع الصحف الورقية النصية على الشبكة العنكبوتية، والتي تقتصر خدماتها على تقديم كل أو بعض مضمون الصحيفة الورقية، كخدمة تقديم الاعلانات لها.

أعلنت عدد من الصحف الورقية إفلاسها بسبب المنافسة مع المواقع والصحف الإلكترونية؛ لأنّ القارئ يحصل عليها بأقل التكاليف.





listen then Discuss with your classmate



نقاش و حوار

في رأيك؟!، ناقش مع  
زميلك

ما هي أسباب نجاح وسيادة الصحافة الإلكترونية؟

# Comprehensive Reading



## اسباب نجاح وسيادة الصحافة الإلكترونية

- ١ - انخفاض التكلفة المالية.
- ٢ - السرعة في النشر.
- ٣ - تتمتع بالحرية بعيداً عن الرقابة.
- ٤ - إمكانية تضمين الخبر مقاطع صوتية أو لقطات مصوره بالفيديو مما يجعل التغطيه اكثر تأثيرا وجذبا للقارئ وتعايش في الحدث.
- ٥ - صحافه تفاعلية يمكن للقارئ التعليق على الخبر فور قراءته، والتواصل مع جمهور القراء، ومناقشة الآراء، وارسال المقالات.

listen then Discuss with your classmate



نقاش و حوار



في رأيك؟!، ناقش مع  
زميلك

ما هي الصعوبات والتحديات التي لا تزال أمام الصحف  
الإلكترونية؟

## Comprehensive Reading

## الصعوبات والتحديات التي لا تزال أمام الصحف الإلكترونية



تعاني أغلب الصحف الإلكترونية من صعوبات: مالية تتعلق في التمويل. و غياب التخطيط، وعدم وضوح الرؤية المتعلقة بالمستقبل لهذا النوع من الإعلام. وعدم وجود عائد مادي لدى أغلب هذه الصحف كما هو الحال في الصحف الورقية عن طريق الاعلانات. وعدم خضوعها للرقابة في ظل غياب القوانين الخاصة بها. عدم وجود تراخيص ممنوحة لهذه الصحف حتى يمكن السيطرة عليها ومحاسبتها في حال حدوث تجاوزات.



كما أن الكثير من الصحف باتت مصدرا للشائعات والأخبار المثيرة عن الصحة وغيرها من الموضوعات. كما لا توجد نقابات مهنية للصحفيين. ولا يتم السماح لهم بالانضمام لنقابات الصحفيين التي تنظم عملهم وتحفظ حقوقهم.

Arabic Reading Examples for Advanced  
level ACTFL

# How to Create Complete Units

1. Create benchmark tests for a unit you will teach. ١. قم بإنشاء اختبار معياري للوحدة التي ستدرسها.
2. Use can-do statements to create plans to match students levels. ٢. استخدم عبارات can-do لإنشاء خطة متكاملة لوحدة تتناسب مع مستوى الطلاب.
3. Choose material that supports the unit plan you designed . ٣. اختر المادة التعليمية التي تتناغم مع خطة الوحدة التي صممته مسبقا.
4. Create rubrics to evaluate student learning. ٤. قم بإنشاء المعيار التقييمي لتحصيل الطلاب الأكاديمي.
5. Administer the same benchmark test you created in the beginning to assess student proficiency level . ٥. قم بإجراء نفس الاختبار المعياري الذي قمت بإنشائه في البداية لتقييم مستوى كفاءة الطلاب.

مهارتي الاستماع و القراءة لجميع المستويات

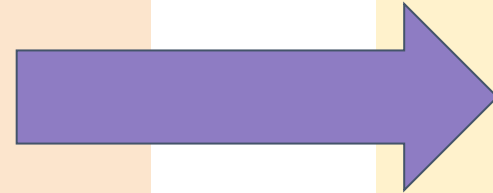
**Session Two**  
**Benchmark Test**



# Old Language

Domains are four:

1. Listening
2. Reading
3. Speaking



# New Domains of Communication are three:

1. Interpretive
2. Interpersonal
3. Presentational

# Interpretive Mode of Communication

## تفسيري غير تفاعلي

- ❑ One way communication
- ❑ Listening or Reading
- ❑ Goal: Comprehension

## Examples of Interpretive Performance Task

View a short video about Interpretive mode and then fill in blank graphic organizer or match .

# Interpersonal Mode of Communication

## تواصل حوارى تفاعلي

- ❑ Two-way communication
- ❑ On-demand
- ❑ Spontaneous and unrehearsed
- ❑ Meaning is negotiated and the end result is not known.
- ❑ The message is more important than the accuracy .

# Examples of Interpersonal performance task

## تواصل حوارى تفاعلي

- ❑ Describe a travel destination and compare it to the destination your partner selected.
- ❑ Decide the advantages and disadvantages of traveling to each destination.
- ❑ Show your partner a picture of a family or country celebration, or a holiday, and talk about it .
- ❑ Find the similarities and differences between the food and activities in the way each family celebrates the holiday.

# Presentational Mode of Communication

## تقديمي غير تفاعلي

- ❑ One way communication by speaking or writing.
- ❑ Ideas and information are rehearsed and polished.

### Examples of Presentational Performance Task:

- ❑ Create a presentation about a country that was researched describe and why people should visit that country.
- ❑ Write a book review.
- ❑ Create a poster to encourage students in the school to recycle .
- ❑ Write an email to a new student in your class to tell him or her about the school, teachers, school activities, and sports .



# What is my proficiency level and how can I level up?

						Advanced Low		Advanced Mid	Advanced High
<b>Novice Low</b>	<b>Novice Mid</b>	<b>Novice High</b>	<b>Inter. Low</b>	<b>Inter. Mid</b>	<b>Inter. High</b>				
<ul style="list-style-type: none"> <li>• Speak in lists &amp; memorized phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in lists &amp; memorized phrases</li> <li>• 25-50 words</li> <li>• No language creation</li> <li>• Introduce self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in phrases</li> <li>• Limited to memorized chunks</li> <li>• Ask &amp; answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in complete sentences</li> <li>• Simple conversation about common topics</li> </ul>	<ul style="list-style-type: none"> <li>• Create language with some memorized phrases</li> <li>• Topics related to self</li> <li>• Create &amp; respond to information questions</li> </ul>	<ul style="list-style-type: none"> <li>• Use language to do multi-step task</li> <li>• Handle a complication</li> <li>• Present opinion with reason and support</li> <li>• Speak in present, past &amp; future with errors</li> </ul>	<ul style="list-style-type: none"> <li>• Formal &amp; informal conversation</li> <li>• Narrate &amp; describe in paragraphs</li> <li>• Circumlocute occasionally</li> <li>• Some speech hesitant and irregular</li> <li>• Narrate in present, past &amp; future with infrequent errors</li> </ul>		<ul style="list-style-type: none"> <li>• Narrate in present, past &amp; future with limited errors</li> <li>• Speak well on concrete topics &amp; familiar topics</li> <li>• Handle unanticipated language</li> </ul>	<ul style="list-style-type: none"> <li>• Speak with ease on a variety of topics</li> <li>• Hesitant with abstract topics</li> <li>• Speak very well on concrete topics</li> <li>• Paraphrase &amp; circumlocute with ease</li> </ul>
<ul style="list-style-type: none"> <li>• Combine words and phrases into sentences</li> <li>• Practice asking questions</li> <li>• Continue learning new words and phrases</li> </ul>			<ul style="list-style-type: none"> <li>• Speak in more complete sentences</li> <li>• Maintain conversation by asking questions</li> <li>• Learn more words and add them to sentences</li> <li>• Practice circumlocution</li> <li>• Talk about events in present, future &amp; past</li> </ul>			<ul style="list-style-type: none"> <li>• Work on supporting opinions</li> <li>• Try to hesitate less when speaking</li> <li>• Add details to explain and clarify meaning</li> <li>• Practice speaking about more abstract topics</li> <li>• Use circumlocution to communicate words that are not known</li> </ul>			

# Can-do statements for benchmark test

## Novice learners

<b>Interpretive-Receptive Communication</b>	<b>Interpersonal Communication</b>	<b>Presentational-Expressive</b>
<p>I can often understand signs, phrases, and simple sentences related to everyday life.</p> <p>I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p> <p>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>I can present basic information on familiar topics using language I have practiced, using phrases and simple sentences.</p>

# Can-do statements for benchmark tests

## Intermediate learners

<b>Interpretive-Receptive Communication</b>	<b>Interpersonal Communication</b>	<b>Presentational-Expressive Communication</b>
<p>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can usually understand a few details in conversations, even when something unexpected is expressed.</p> <p>I can sometimes follow what I see about events and experiences in various time frames.</p>	<p>I can participate with ease and confidence in conversations on familiar topics.</p> <p>I can usually sign about events and experiences in various time frames.</p> <p>I can usually describe people, places, and things.</p> <p>I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>	<p>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</p> <p>I can make presentations on some events and experiences in various time frames.</p>



# Can-do statements for benchmark test

## Advanced learners

Interpretive-Receptive Communication	Interpersonal Communication	Presentational-Expressive Communication
<p>I can understand the main idea and some supporting details in organized communication in ASL on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>	<p>I can participate in conversations about familiar topics that go beyond my everyday life.</p> <p>I can communicate in an organized way and with some detail about events and experiences in various time frames.</p> <p>I can describe people, places, and things in an organized way and with some detail.</p> <p>I can handle a familiar situation with an unexpected complication.</p>	<p>I can deliver organized presentations appropriate to my audience on a variety of topics.</p> <p>I can present information about events and experiences in various time frames.</p>

# Why do we use benchmark tests?

Benchmarking is the process of using an evaluation instrument to establish a baseline for instruction. Benchmark tests are based on the standards and can be used before or after a unit is taught .

## **Teachers have to:**

- ❑ Do their best to make sure all their students are understanding the information that is being taught, because no two students perform the same way in school.

- ❑ Be able to effectively differentiate their instruction so that all students have an opportunity to meet the same standards, including students with learning disabilities, as well as students who are gifted .
- ❑ Use a benchmark test to make that determination to know whether or not their students are performing up to where they need be .
- ❑ Learn about what may need to be reviewed with each individual student, especially with students who could benefit from being challenged just a little bit more.
- ❑ Understand whether or not their teaching has been effective.

# How do benchmark tests help students?

**Benchmarking in education is essential in the lives of students. It helps to:**

- ❑ Keep students on track for success.
- ❑ Raise the standards for education in a classroom, grade level, school, or school district .
- ❑ Facilitate student transfers from one school to another. Benchmarks tell the student's next teacher whether or not he or she would fit well in the class.

# **Session Three**

## **Running Record**

# Samples of Running Record Tests

**Conventions.** There is a set of universal conventions (developed by Clay, a tahw drocer yletarucca ot srehaet wolla hcihw (1993 .txet a fo noitces ro txet a daer yeht sa setalucitra dlihc

To access examples of conventions, see: [Running Record Conventions \(docx - 797.7kb\)](#)

# Samples of Running Record Tests

docx نموذج تقييم القراءة الشفوية.

Stories with Running Records

قصص مع نموذج تقييم القراءة الشفوية\_

# Interpreting the Running Record “Reading Test”

Count up the total number of errors (do not include self-corrections) and calculate the accuracy rate using the formula outlined below:

$$\frac{\text{Total words read} - \text{Total errors}}{\text{Total words read}} \times 100$$

For example, if a child read 114 words correctly in a 126-word passage:

$$(126 \div 114) \times 100 = 90.5\%$$



A reading accuracy rate of 95% or above indicates that the book is at a comfortable level for the child to read independently. A reading accuracy rate of between 90% and 95% signifies that the text is appropriate for use during a guided reading lesson. Below 90% indicates that the text is too difficult.

Notes made during the Oral Reading Record should indicate which strategies the child is using to read. If the child is relying heavily on one strategy, he or she may need support using other strategies.

# What are running record tests?

**As examples of benchmarks in student learning, running records are valuable tools for :**

- ❑ Assessing what a student is able to do, the text level at which a student is ready to learn, and how much a student has grown since the previous running record.
- ❑ Assessing what a student knows and understands about the reading process because it objectively records what a student said and did while orally reading continuous texts .
- ❑ Capturing thinking, as demonstrated through reading behaviors such as the use of structural and visual cues.

# Information that Running Record Tests provide

During the assessment, the teacher must pay attention to:

- ❑ Reading fluency
- ❑ Intonation
- ❑ Phrasing
- ❑ Responses to prompts, as well as the number of errors
- ❑ Miscues and the self-correction rate

# Running records:

- ❑ Score how accurately a student reads words aloud.

An accuracy percentage of 94 –90percent and a comprehension rate of between 80 and 94 percent is indicative of a student's instructional level at which small group instruction is most effective.

- ❑ Measure how well a student comprehends the text.
- ❑ Provide an analysis of a reader's errors and self-corrections.
- ❑ Analyze the effectiveness of the reading strategies used.

# How to give a running records reading test?

When giving this benchmark assessment, teachers need to make sure they work through each of the steps shown below:

- ❑ Select a text at an appropriate level for the student. Explain to the student that as he or she reads aloud you will be writing down what he or she is doing while reading.
- ❑ Sit next to the student so that you can see the text and observe the student's eye and finger movements as he or she reads the text.
- ❑ Read the introduction to the student, and then invite the student to read the text.

- ❑ As the student reads the text, mark the text in the Oral Reading Record section of the Benchmark Assessment sheet .
- ❑ If the student is reading too fast for you to accurately record his or her behavior, ask him or her to pause while you catch up.
- ❑ Intervene as little as possible and use only the conventions as recommended.
- ❑ Score the student's fluency using the Fluency Scoring Key.
- ❑ Ask the student the Comprehension Questions and record his or her score.
- ❑ After the student has completed all elements of the Benchmark Assessment, score and analyze the Oral Reading Record and complete the Summary of Assessment.
- ❑ Analyze the Summary of Assessment and plan for future teaching.

# 7 Tips to Make Running Records Manageable and Useful

- .1 Create a schedule.
- .2 Understand cuing systems and their relation to errors.
- .3 Provide immediate feedback.
- .4 Keep a data notebook.
- .5 Include comprehension questions.
- .6 Evaluate the strategies being taught.
- .7 Set goals with students.

# When you retest students

- ❑ Higher achieving students can be retested once per quarter.
- ❑ On-level students or just below-level should be reassessed every .8-6
- ❑ Weeks. Below grade level students should be tested every 6-4weeks.



# **Session Four**

## **Rubric**

# What are Rubrics?

A rubric is a type of scoring guide that assesses and articulates specific components and expectations for an assignment. Rubrics can be used for a variety of assignments: research papers, group projects, portfolios, and presentations.

# How to Create a Rubric

- ❑ Start small by creating one rubric for one assignment in a semester .
- ❑ Ask colleagues if they have developed rubrics for similar assignments or adapt rubrics that are available online. For example, the [AACU has rubrics](#) for topics such as written and oral communication, critical thinking, and creative thinking. [RubiStar](#) helps you develop your rubric based on templates .
- ❑ Examine an assignment for your course. Outline the elements or critical attributes to be evaluated (these attributes must be objectively measurable) .
- ❑ Create an evaluative range for performance quality under each element; for instance, “excellent,“ ”good,“ ”unsatisfactory ”.

# How to Create a Rubric

- ❑ Add descriptors that qualify each level of performance :
  - ❑ Avoid using subjective or vague criteria such as “interesting ”or “creative. ”Instead, outline objective indicators that would fall under these categories .
  - ❑ The criteria must clearly differentiate one performance level from another .
  - ❑ Assign a numerical scale to each level .
- ❑ Give a draft of the rubric to your colleagues and/or TAs for feedback .
- ❑ Train students to use your rubric and solicit feedback. This will help you judge whether the rubric is clear to them and will identify any weaknesses .
- ❑ Rework the rubric based on the feedback .

# Why use rubrics?

## **Rubrics help instructors :**

- ❑ Assess assignments consistently from student-to-student .
- ❑ Save time in grading, both short-term and long-term .
- ❑ Give timely, effective feedback and promote student learning in a sustainable way .
- ❑ Clarify expectations and components of an assignment for both students and course teaching assistants (TAs) .
- ❑ Refine teaching methods by evaluating rubric results .

## **Rubrics help students :**

- ❑ Understand expectations and components of an assignment .
- ❑ Become more aware of their learning process and progress .
- ❑ Improve work through timely and detailed feedback .

# Rubric for Comprehension Reading

1 69 – 0 %	2 79 -70%	3 89 -80%	4 90 -100%	Reading Response القراءة التفسيرية
The student response <i>does not</i> demonstrate:	The student response <i>partially</i> demonstrates: Low	The student response <i>accurately</i> demonstrates: Mid	The student response <i>accurately</i> demonstrates with <i>higher level</i> : High	
لا يستطيع التعرف على بعض الحروف	أستطيع التعرف على بعض الحروف	أستطيع التعرف على الكلمات والعبارات والحروف بمساعدته صور	أستطيع عادة أن أفهم الرسائل، والعبارات القصيرة و البسيطة في موضوعات مألوفة	Novice المبتدئ
لا أستطيع أن أفهم الرسائل التي يقولها الكاتب أو عندما يسألني عن مواضيع حول الاهتمامات الشخصية	أستطيع أن أفهم الرسائل التي يقولها الكاتب أو عندما يسألني عن مواضيع حول الاهتمامات الشخصية	أستطيع أن أفهم المعلومات الأساسية في الإعلانات وغيرها من النصوص البسيطة	أستطيع أن أفهم تقارير عن لأحداث الشخصية أو التجارب العامة بشكل عام	Intermediate متوسط
لا يمكنني البحث عن المعلومات واستخدامها لأغراض عملية.	يمكنني البحث عن المعلومات واستخدامها لأغراض عملية.	أستطيع أن أفهم معلومات عامة حول مواضيع خارج مجال اهتمامي	أستطيع أن أفهم النصوص السردية والنصوص الإعلامية والنصوص الوصفية ذات الأطوال المختلفة	Advance المتقدم


# Rubric for Comprehension Listening

1 69 – 0 %	2 79 -70%	3 89 -80%	4 90 -100%	الاستماع التفسيري Listening
The student response <i>does not</i> demonstrate:	The student response <i>partially</i> demonstrates: Low	The student response <i>accurately</i> demonstrates: Mid	The student response <i>accurately</i> demonstrates with <i>higher level</i> : High	
لا أستطيع أحيانا أن أحدد صوت الحرف أو الكلمة	أستطيع أحيانا أن أحدد صوت الحرف أو الكلمة	أستطيع أن أفهم بعض جمل المجاملات والتحيات	أستطيع أن أفهم أحيانا اسئلة بسيطة أو معلومات حول مواضيع مألوفة للمتعلم	Novice المبتدئ
أستطيع أن أفهم أحيانا اسئلة بسيطة أو معلومات حول مواضيع مألوفة للمتعلم	أستطيع أن أفهم الغرض الأساسي من رسائل البسيطة	أستطيع أن أفهم أحيانا المعلومات الأساسية في الإعلانات والتصريحات وغيرها من التسجيلات بلغة بسيطة	أستطيع أن أفهم المعلومات الأساسية في الإعلانات والتصريحات وغيرها من التسجيلات بلغة بسيطة	Interme diate المتوسط
أستطيع أن أفهم المعلومات الأساسية في الإعلانات والتصريحات وغيرها من التسجيلات بلغة بسيطة	أستطيع أن أفهم الأوصاف وقصص الأحداث التي وقعت أو ستقع في نصوص سمعية	أستطيع أن أفهم الفكرة الرئيسية والعديد من التفاصيل والأوصاف في المقابلات والتصريحات والتسجيلات "نصوص سمعية"	أستطيع في كثير من الأحيان فهم وجهات النظر المختلفة في التصريحات والمقابلات والتسجيلات "نصوص سمعية"	Advance المتقدم


# Standards for Interpretive Reading for all levels

# Standard for Interpersonal Reading for all levels

## INTERPRETIVE READING

PROGRESS INDICATORS	NOVICE			INTERMEDIATE			ADVANCED LOW
	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
	 Communicative progress indicators will be developed at the district level and could include the following:						
<b>Investigate Intercultural Products, Practices and Perspectives</b>	<ul style="list-style-type: none"> <li>Identify a few very familiar cultural products and practices in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Greetings, how people greet others;</li> <li>Clothing, how people dress.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between typical cultural products and practices to understand perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Decorations, how people celebrate, reasons for celebrations;</li> <li>Types of houses, dining habits, size of rooms.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify and make simple comparisons between typical cultural products and practices to help understand perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Meals, grocery shopping, food trends;</li> <li>Rooms in a house, use of space, size of appliances.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Compare everyday cultural products, practices and perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Graphic novels, reading, the role of literacy in learning and life;</li> <li>Landmarks, behavior at landmarks, how landmarks represent national identity.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Compare the relationships among everyday cultural products, practices and perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Invitations, special occasions, cultural value of celebrations;</li> <li>Ancient architecture, religious ceremonies, impact of mythology.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Determine the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Family structures, weddings, treatment of elders;</li> <li>Obituaries, funerals, attitudes toward death.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analyze the relationships among global cultural products, practices and perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Love poems, marriage, discrimination;</li> <li>Political groups, public speaking, social class nuances.</li> </ul> </li> </ul>
<b>Comprehend Informational Media or Content</b>	<ul style="list-style-type: none"> <li>Recognize a few individual words in school schedules, menus or headlines.</li> </ul>	<ul style="list-style-type: none"> <li>Identify items on a shopping list, food label categories or information from a weather forecast with symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the topic and a few events in a family story or historical account.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and requirements in a job application.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the qualifications among job applicants to choose the best fit for a position.</li> </ul>	<ul style="list-style-type: none"> <li>Relate the impact of sequential historical events to modern-day happenings.</li> </ul>	<ul style="list-style-type: none"> <li>Understand basic information from researched-based journals or political treaties.</li> </ul>
<b>Comprehend Fictional Media or Content</b>	<ul style="list-style-type: none"> <li>Recognize characters' names in a fairy tale or a few words in a movie poster.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple facts from captions in an illustrated book or simple phrases describing a story character.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some details or actions from a scene in a play, including characters, setting or theme.</li> </ul>	<ul style="list-style-type: none"> <li>Compare events in two short stories or poems, such as theme, connections, sequencing or importance to the story line.</li> </ul>	<ul style="list-style-type: none"> <li>Compare short literary works from different genres, including plot points, authors' points of view, conflicts or tone.</li> </ul>	<ul style="list-style-type: none"> <li>Relate the sequence of events in a folktale to a plot twist.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze fictional texts to determine culturally ingrained messages and perspectives.</li> </ul>
<b>Follow Instructions</b>	<ul style="list-style-type: none"> <li>Follow familiar instructions or routines posted in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a printed schedule or simple website recipe.</li> </ul>	<ul style="list-style-type: none"> <li>Follow multiple steps to learn a simple dance or complete a scavenger hunt.</li> </ul>	<ul style="list-style-type: none"> <li>Follow multistep directions to create an outfit for a cultural event.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a series of directions to arrive at a destination.</li> </ul>	<ul style="list-style-type: none"> <li>Follow multistep instructions to submit an online job application.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a multistep tutorial for writing an argumentative essay.</li> </ul>
<b>Comprehend Written Conversations</b>	<ul style="list-style-type: none"> <li>Recognize question words in a text or email.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize very common abbreviations in a social media post.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple descriptions in a group text.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the main idea or opinions expressed in an observed social media thread.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the opinions and perspectives of individuals participating in an online discussion or social media thread.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the main points of a debate between people in a blog post.</li> </ul>	<ul style="list-style-type: none"> <li>Compare cultural perspectives that influence the opinions of participants in an online thread, such as the definition of family.</li> </ul>

## INTERPERSONAL READING AND WRITING

PROGRESS INDICATORS	NOVICE			INTERMEDIATE			ADVANCED LOW
	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
	 Communicative progress indicators will be developed at the district level and could include the following:						
<b>Investigate Intercultural Products, Practices and Perspectives</b>	<ul style="list-style-type: none"> <li>Answer a few simple questions about very familiar cultural products and practices in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Months, calendars;</li> <li>Types of pets, popular pet names.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer a few simple questions about typical cultural products and practices to help understand perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Famous artists, art styles, art appreciation;</li> <li>School subjects, required tests, teen attitudes toward testing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Exchange simple information about similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Monuments, monument names, national pride;</li> <li>Cultural landmarks, architecture, landmarks' popularity.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Exchange information to make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Youth hostels, sightseeing, sense of personal space;</li> <li>Transportation options, how people travel, global exploration.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Exchange information to compare everyday cultural products, practices and perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Reusable bags, recycling, environmental responsibility;</li> <li>Food pyramid, exercise routines, trends in dieting.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Exchange information to compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Curriculum vitae, applying for a job, employer expectations;</li> <li>Postsecondary education, applying for university, societal value of various professions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Exchange information to compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Material comforts, lifestyles, value of efficiency;</li> <li>Exports, trade practices, disaster relief efforts.</li> </ul> </li> </ul>
<b>Interact with Culturally Appropriate Language and Behaviors</b>	<ul style="list-style-type: none"> <li>Use culturally appropriate greetings or abbreviations in a text message.</li> </ul>	<ul style="list-style-type: none"> <li>Use culturally appropriate word order and punctuation when exchanging time, date, phone number or price.</li> </ul>	<ul style="list-style-type: none"> <li>Use culturally appropriate formatting of contact information when purchasing an item or event ticket from an online seller.</li> </ul>	<ul style="list-style-type: none"> <li>Use culturally appropriate salutation, titles and signature line in a simple email exchange.</li> </ul>	<ul style="list-style-type: none"> <li>Use culturally appropriate formatting, salutation, titles and closing in a formal email exchange.</li> </ul>	<ul style="list-style-type: none"> <li>Use culturally appropriate formatting, syntax, punctuation and capitalization when exchanging formal or informal emails.</li> </ul>	<ul style="list-style-type: none"> <li>Use culturally appropriate personal details, academic information, terminology and formatting when corresponding with references from a job application.</li> </ul>
<b>Exchange Information and Ideas</b>	<ul style="list-style-type: none"> <li>Tell what time lunch is in response to a new student's text.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about weather, hobbies or hometown in an online conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Send an electronic invitation to teachers for an upcoming school performance and answer questions they may have.</li> </ul>	<ul style="list-style-type: none"> <li>Create a Venn diagram with a peer comparing the way holidays are celebrated in various cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and compare academic testing requirements and purposes in response to a blog post.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with an online group or organization to publicize an upcoming event.</li> </ul>	<ul style="list-style-type: none"> <li>Interact online with a career counselor to discuss in-demand jobs where a second language is advantageous.</li> </ul>
<b>Meet Personal Needs or Address Situations</b>	<ul style="list-style-type: none"> <li>Respond to a family member's text asking what type of takeout food to bring home.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange holiday greetings with a peer or family member via text message.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange information with your manager at work to request a day off or change your schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Work with a peer via an online document to complete an assignment for a specific course.</li> </ul>	<ul style="list-style-type: none"> <li>Email an employer to express interest in a job and ask for more details about desired experience.</li> </ul>	<ul style="list-style-type: none"> <li>Text a friend to explain why weekend plans were canceled and what the alternative plans will be.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange correspondence with an event planner to make changes to an upcoming celebration.</li> </ul>
<b>Express, React to and Support Preferences, Opinions or Viewpoints</b>	<ul style="list-style-type: none"> <li>Respond to a simple interactive survey about favorite pets, movies or clothes.</li> </ul>	<ul style="list-style-type: none"> <li>React to a text from a friend about a new movie and ask for an opinion about the film.</li> </ul>	<ul style="list-style-type: none"> <li>Write to an e-pal to talk about a new favorite singer from another culture.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the importance of and opportunities for extracurricular activities in various cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange personal reactions to a blog post in the comments section and respond to others' comments.</li> </ul>	<ul style="list-style-type: none"> <li>Give advice online to a foreign student who has questions about studying in the USA.</li> </ul>	<ul style="list-style-type: none"> <li>Write a rebuttal to an editorial that criticized today's youth in comparison to past generations and request further evidence to support the point of view.</li> </ul>



# عناصر تتشارك فيها مهارتي القراءة والاستماع

المستوى	المهام	المواضيع المطروحة	السياق/المحتوى	نوع الخطاب	دقة المفردات	الدقة النحوية	الثقافة
متقدم	سرد وصف و تفسيرات فهم الفكرة الأساسية والتفاصيل المؤيدة من نصوص أصلية. سردية أو وصفية.	ذات الاهتمام العامة	المحيط العام للمتعلم، الأخبار مواضيع محسوسة واهتمامات شخصية ومجتمعي	مباشراً مترابطاً ومنظماً بطريقة واضحة ومتوقعة	غير معقدة	الإرشادات الأساسية اللازمة للازمة المختلفة	المحسوس العادي
متوسط	نقل معلومات بسيطة	يومية مألوفة	شخصية واجتماعية أساسية	جمل	يومي مألوف	تراكيب بسيطة	دلائل عالية الشيوخ
مبتدئ	نقل معلومات محدودة	اسئلة بسيطة واقوال وأوامر عالية التداول	شخصية واجتماعية بسيطة	عبارات محفوظة	كلمات أساسية	عبارات بسيطة	تعبير متوقعة