Listening (Communication: Interpretive)
When listening to grade level appropriate materials, students will...

Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Aural Comprehension
- Comprehend familiar and new sentence-level questions and commands
- Demonstrate comprehension of multiple-step instructions
- Comprehend information, events, or stories presented orally
- Comprehend questions and statements in familiar topic and content areas,
- Follow conversations and presentations

Awareness of differences in tones and meanings of words
- Recognize tonal differences implying meaning differences
- Recognize word clusters, intonation, and abbreviations
- Recognize homonyms, synonyms, and antonyms within familiar topic areas

Vocabulary and Concept Development
- Understand high frequency expressions and idioms in familiar topic areas, such as—I have Chinese class every day (我每天都有中文课。) There is a bathroom between the two bedrooms. (两个卧室的中间有一个浴室。)
- Understand words and complex statements in grade appropriate disciplines, such as—I like pandas most of all because they are both cute and pretty. (我最喜欢大熊猫，因为它又可爱又漂亮。) Tomorrow is my birthday. How about coming over to my house at 3:30 pm? (明天是我的生日，请你下午三点半来我家玩，好吗？) Miss, please bring me the bill. What is the total? (小姐，请结账。一共多少钱？)

Listening Comprehension (Communication: Interpretive)

Listening Strategies
- Listen attentively
- Comprehend complex instructions, questions or commands with ease
- Listen to key words, phrases, or sentences for meanings

Structural Features of Information materials
- Identify important terms and sentences for global meaning
- Identify high frequency expressions in daily conversations
- Recognize complex sentence patterns for meanings
Comprehension and Analysis of Grade-Level-Appropriate Listening Materials

- Use appropriate strategies when listening
- Make predictions by using prior knowledge and contextual clues
- Follow multiple-step instructions
- Follow and respond to complex commands and directions
- Follow information, events, or stories presented at a normal speaking speed

Evidence

- Students’ physical responses
- Students’ oral or written responses

Reading (Communication: Interpretive)

When reading grade level appropriate materials, students will...

Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

- Read independently
- Use table of contents, indexes and appendices to locate information in reference section
- Recognize high frequency words and phrases within grade appropriate content areas, such as—computer games (电脑游戏), curriculum, course (课程), social studies (社会学), mathematics (数学), music (音乐), playground (游乐场), reading (阅读)

Phonemic Awareness

- Recognize and name all the letters of the pinyin alphabet
- Distinguish initials and finals of compounds
- Recognize words with singles or compounds in pinyin
- Use pinyin to pronounce and to type characters correctly

Decoding and Word Recognition- Pīnyīn (alphabet)

- Use pinyin to pronounce new words correctly
- Match pinyin with words
- Understand pinyin is tool for pronunciation and not for word recognition

Decoding and Word Recognition-Hànzi (Chinese characters)

- Match spoken words with printed words
- Differentiate radical from other components of a character
- Use radicals, word origins and synonyms to determine meanings of unknown words
- Use radicals and components to decode unknown characters and determine meanings
Vocabulary and Concept Development
- Distinguish and interpret characters or words with multiple meanings
- Use synonyms and antonyms
- Apply knowledge of radicals, word origins and synonyms to determine the meanings of unknown characters
- Recognize vocabulary used in content areas
- Recognize idioms within familiar topics
- Use dictionary and other references to determine meaning and usage of words

Reading Comprehension (Communication: Interpretive)
Structural Features of Information materials
- Identify structures of various written forms such as letter, poem, story, and play
- Identify parts of speech including measurement words, location phrases, and time phrases to comprehend text
- Understand structural patterns for text, such as because..., (因为...所以...), then, afterwards (...然后), first...then (先...再...)
- Analyze text that is organized in sequential or chronological order

Comprehension and Analysis of Grade-Level-Appropriate Text
- Distinguish various genres (e.g. novel, short story, folktale, fantasy)
- Identify complex plot and the elements of setting, characters, problems and climax
- Identify key terms or sentences associated with main ideas
- Use context to resolve ambiguities about sentence and paragraph meanings
- Use prior knowledge and experience to make predictions and draw conclusions from reading
- Confirm predictions by identifying key sentences
- Determine main idea and concept and identify supportive details in text
- Skim text for global meanings
- Use references, including dictionary, online resources, and multimedia for comprehension

Literary Response and Analysis
Narrative Analysis of Grade-Level-Appropriate Text
- Interpret complex characters, events, problems, and solutions in story
- Compare and contrast ideas and concepts in story
- Identify universal theme in different cultures
- Identify moral or concept from theme
- Recall main ideas and important details from reading materials
- Organize information and categorize grade appropriate words
- Relate what is read to own life and community
Evidence

- Student work
- Reading logs
- Reading test
- Anecdotal records

Written and Oral Mandarin Chinese Language Conventions (Communication: Interpersonal, Presentational)

Fifth grade students will...

Written and Oral Mandarin Chinese Conventions

Sentence Structure

- Use high frequency expressions or self expressions in daily communication
- Create own sentences in speech
- Use appropriate conventions to communicate
- Write multiple paragraphs using appropriate transitions and conjunctions, such as—
  
  This is Teacher Li’s home.
  
  His home has a living room, family room, dining room, kitchen, and laundry room. His house also has three bedrooms, a study, two bathrooms and a toilet.
  
  The living room and family rooms are at the front of the house. The living room is on the right side and the family room is to the left. The dining room and kitchen are behind the living room. The laundry room and toilet are at the rear of the house. The three bedrooms are also in the rear. Between two bedrooms there is a bathroom. In the master bedroom there is also a bathroom. The study is between the master bedroom and the family room.
  
  In the middle of the house and outside there are many pretty flowers and trees. I like Teacher Li’s home.
  
  (这是李老师的家。)

Spelling (Pinyin) Orthography (Hanzi- Chinese characters)
Use pinyin to pronounce new words
Use pinyin as tool for new word pronunciation
Write characters in sequential strokes
Apply knowledge of pinyin and word recognition to write Chinese composition on computer

Speaking (Communication: Interpersonal and Presentational)
Fifth grade students will...
Speaking Strategies
Organization and Focus
- Speak clearly and audibly
- Pronounce accurately
- Demonstrate accurate tones
- Read aloud literary work or text fluently
- Use high frequency expressions and self created expressions to communicate
- Make request for clarification, permission, and confirmation
- Create long sentences within familiar topic areas
- Plan, organize, and deliver oral presentation in small group and individually
- Summarize text using own sentences
- Stay on topic when speaking
- Use conventional Chinese when speaking about or presenting familiar topics

Speaking Applications (Genres and Their Applications)
- Respond to literal and inferential questions
- Recite poems, rhymes, songs, and stories
- Read aloud text or story in accurate pronunciation and tones
- Retell story by using long sentences with supporting details
- Relate important personal experience in sequence
- Provide descriptions with sensory details
- Provide relevant feedback to peers or engage peers with question and answer
- Create own story with teacher support
- Participate in large and small group discussion
- Express thoughts, ideas, and opinions with supporting details
- Conduct informal interview to gather information

Evidence
- Oral presentation
- Interaction with teacher and peers
- Whole class discussion
- Small group discussion
Writing (Communication: Presentational)
When writing, students will...

Writing Strategies
Organization and Focus
- Select a focus and an organizational structure when writing
- Write multiple-paragraph composition
- Write for a variety of purposes and audiences
- Generate and organize ideas around one topic independently
- Use appropriate words and expressions in context
- Engage in all steps of writing process
- Use dictionary and other resources when writing

Penmanship (Calligraphy)
- Write independently
- Write legible characters, words, sentences, and short paragraphs
- Write coherently

Writing Applications (Genres and Their Characteristics)
- Write narratives relating to ideas, observation, or recollection of an event or experience
- Write for a variety of purposes and audiences
- Provide a context for reader comprehension
- Use sensory details
- Use metaphors and similes
- Use a variety of idioms in paragraph writing
- Write summary containing the main ideas and important details
- Write informational reports including issues, facts, and results
- Write journals, letters, and emails

Evidence
- Writing samples
- Journals
- Portfolio

Culture (Practices)
- Recite poems
- Practice age-appropriate games and sports of Chinese culture
- Recognize and use commonly used idioms in familiar topic areas, such as 山清水秀 (picturesque scenery) 美不胜收 (more beautiful things than one can take in)
• Compare and contrast treatment of a similar theme in Chinese culture and native culture, such as community in China and native community, symbols of dragon in China and native culture.
• Initiate and respond to routine courtesy exchange
• Demonstrate proper behavior and speech in introduction, apology, request, making phone call, invitation, food ordering etc.
• Participate in age-appropriate cultural activities
• Differentiate age-appropriate Chinese practices and native culture practices
• Compare and contrast Chinese practices and native cultural practices
• Explore practice of contemporary life in Chinese-speaking communities

Evidence
- Culture behavior
- Culture presentation

Culture (Products)
- Recognize major geographical features of the places speaking Chinese language
- Recognize important figures and major events in Chinese history, such as Confucius and education, First Emperor of China and the Great Wall.
- Identify artwork as a representation of the target culture
- Participate in making Chinese artworks for festivals, such as Chinese calligraphy and paintings
- Recite poems and Chinese literary works, such as Missing Home (静夜思), A Morning in the Spring (春眠不觉晓)
- Read a variety of age-appropriate Chinese literary works
- Read idiom story and recognize its main idea

Evidence
- Student culture products

Technology (Computer applications in Mandarin Chinese)
- Use computer as a writing tool
- Use relevant online resources to reinforce word recognition, Chinese conventions, and culture awareness
- Use online Chinese references to extend knowledge in content areas

Evidence
- Online work
- Typed work
### Materials used:


### GRADE FIVE – *My First Chinese Reader, Volume Two, Lessons 31-36*

<table>
<thead>
<tr>
<th>LESSON/TITLE</th>
<th>TOPICS, OBJECTIVES, IDIOMS</th>
<th>VOCABULARY</th>
<th>SENTENCE PATTERNS</th>
<th>CULTURAL NOTES</th>
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<tbody>
<tr>
<td>31 What Classes Did You Have Today?</td>
<td>School -Learn terms for different subjects -How to ask for or explain one’s class schedule -学以致用</td>
<td>Written</td>
<td>-The tense particle 了 -The use of 都 -Multiple meanings of 上 -The word 学 used as a root word</td>
<td>China’s standardized curriculum</td>
</tr>
<tr>
<td>32 I See With My Eyes</td>
<td>Health and Body -Learn terms for body parts and functions -一个巴掌拍不响</td>
<td>Written</td>
<td>-The use of the verb 用 -Verb+一+Verb: form for doubling of single-syllable verbs -The measure word 双</td>
<td>The Dai minority group in China</td>
</tr>
<tr>
<td>33 Teacher Li’s House</td>
<td>Home -Learn terms for rooms in a house -How to describe the location of all the rooms in a house -爱屋及鸟</td>
<td>Written</td>
<td>-The use of。。在。。 -The use of。。有。。 -Compare and contrast of 间, 室 and 厅 -Different format of letters and messages written in Chinese and in English</td>
<td>China’s ancient gardens</td>
</tr>
<tr>
<td>34 The Zoo</td>
<td>Animals and Insects -Learn different animal names -How to use adjectives to describe animals --生龙活虎</td>
<td>Written</td>
<td>-Doubling of adjectives -The use of “又。。又。。” -The use of “有。。还有。。” -The special punctuation</td>
<td>The Chinese unicorn</td>
</tr>
</tbody>
</table>
| 35 Please Come to Play At My Home | Greetings and Manners, Activities and Hobbies | Written | -The use of “。。先。。再。。“to make a complex sentence
-“。。什么事？”to ask what’s the matter
- 请。。(noun)来: invite someone somewhere
-Multiple meanings of
-Borrowed word 比萨饼 | Mooncakes |
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<tbody>
<tr>
<td>第三十五课 请你来我家玩</td>
<td></td>
<td></td>
<td>浙，亮: Chinese punctuation used to set off items in a series</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greetings and Manners, Activities and Hobbies</td>
<td></td>
<td>阅读: 蛋，糕</td>
<td></td>
</tr>
</tbody>
</table>
|                                   | -How to invite people to do things         |         | 读   | -The use of “。。先。。再。。“to make a complex sentence
-“。。什么事？”to ask what’s the matter
- 请。。(noun)来: invite someone somewhere
-Multiple meanings of
-Borrowed word 比萨饼 |                                 |
|                                   | -How to make a phone call in Chinese       |         | 读   |                                                |                                 |
|                                   | -山清水秀                                |         | 读   |                                                |                                 |
| 36 Going To A Chinese Restaurant   | Food                                       | Written | -The use of the auxiliary word “得“
-The use of 请 to show politeness
-Multiple meanings of 找
-The names for Chinese dishes | Chinese dining table culture |
| 第三十六课 到中国饭馆吃饭        |                                            |         | 阅读: 菜，主，肉，饭 |                                                |                                 |
|                                   | -How to order food at a Chinese restaurant |         | 阅读: 迎，光，临，位，饮，料，橙，单，古，宫，爆，鸡，丁，兰，食，米，结，账，共，您，百 |                                                |                                 |
|                                   | -Learn terms for flavors                   |         | 阅读: 迎，光，临，位，饮，料，橙，单，古，宫，爆，鸡，丁，兰，食，米，结，账，共，您，百 |                                                |                                 |
|                                   | -酸甜苦辣                                |         | 阅读: 迎，光，临，位，饮，料，橙，单，古，宫，爆，鸡，丁，兰，食，米，结，账，共，您，百 |                                                |                                 |