

## GRADE 5- MANDARIN CHINESE -LANGUAGE ARTS

### 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-Hànzì (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。

他家有客厅，起居室，饭厅，厨房和洗衣房。他家还有三个卧室，一个书房，两个浴室和一个卫生间。

客厅和起居室在房子的最前面。客厅在右边，起居室在左边。饭厅和厨房在客厅的后面。洗衣房和卫生间在房子的最后面。三个卧室也在房子的后面。两个卧室中间有一个浴室。主卧室里也有一个浴室。书房在主卧室和起居室的中间。

房子的中间和外面有很多美丽的花和树。我喜欢李老师的家。)

- Use a variety of sentence structures
- Use correct Chinese punctuation when writing
- Use correct written Chinese when writing

#### 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:**

My First Chinese Reader, Volume III (Lessons 31-36) Simplified Characters (ISBN 962-978-158-1)

My First Chinese Reader, Volume III, Workbook B, Simplified Chinese Characters (ISBN 962-978-183-2)

My First Chinese Reader, Volume III, Teacher’s Guide, English Version (ISBN-13: 978-1-60603-113-1)

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

LESSON/TITLE	TOPICS, OBJECTIVES, IDIOMS	VOCABULARY	SENTENCE PATTERNS	CULTURAL NOTES
31 What Classes Did You Have Today? 第三十一课 你今天上了什么课?	<u>School</u> -Learn terms for different subjects -How to ask for or explain one’s class schedule -学以致用	<u>Written</u> 数, 英, 美, 每 <u>Reading</u> 程, 表, 科, 社, 术, 育, 休, 息, 场, 朗, 阅, 图, 馆	-The tense particle 了 -The use of 都 -Multiple meanings of 上 -The word 学 used as a root word	China’s standardized curriculum
32 I See With My Eyes 第三十二课 我用眼睛看一看	<u>Health and Body</u> -Learn terms for body parts and functions -一个巴掌拍不响	<u>Written</u> 用, 拍, 牙 <u>Reading</u> 闻, 咬, 齿, 双, 手, 脚	-The use of the verb 用 - Verb+ 一 +Verb: form for doubling of single-syllable verbs - The measure word 双	The Dai minority group in China
33 Teacher Li’s House 第三十三课 这是李老师的家	<u>Home</u> -Learn terms for rooms in a house -How to describe the location of all the rooms in a house -爱屋及鸟	<u>Written</u> 房, 间, 厅, 洗 <u>Reading</u> 居, 卧, 厨, 浴, 花, 树	-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	China’s ancient gardens
34 The Zoo 第三十四课 动物园	<u>Animals and Insects</u> -Learn different animal names -How to use adjectives to describe animals --生龙活虎	<u>Written</u> 又, 还, 起, 园, 毛 <u>Reading</u> 虎, 狮, 袋, 斑, 熊, 趣, 因, 为,	-Doubling of adjectives -The use of “又。。又。。 “ - The use of “有。。还有。。 “ - The special punctuation	The Chinese unicorn

		漂, 亮	in Chinese: a mark in 、 Chinese punctuation used to set off items in a series	
35 Please Come to Play At My Home 第三十五课 请你来我家玩	<u>Greetings and Manners, Activities and Hobbies</u> -How to invite people to do things -How to make a phone call in Chinese -山清水秀	<u>Written</u> 先, 再, 事, 太 <u>Reading</u> 蛋, 糕	-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
36 Going To A Chinese Restaurant 第三十六课 到中国饭馆吃饭	<u>Food</u> -How to order food at a Chinese restaurant -Learn terms for flavors -酸甜苦辣	<u>Written</u> 菜, 主, 肉, 饭 <u>Reading</u> 迎, 光, 临, 位, 饮, 料, 橙, 单, 古, 宫, 爆, 鸡, 丁, 兰, 食, 米, 结, 账, 共, 您, 百	-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