

# Washington Yu Ying Public Charter School

Guided Reading and Assessment in the Chinese Immersion  
Classroom

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November 2017



# About Yu Ying

- Free public charter school in Washington DC
- Inquiry-based curriculum model
- One of the most diverse schools in the U.S.
- Prek 3 - Grade 5
- One-way foreign language
- 580 students
- Confucius Classroom of the Year 2015



# Our Model

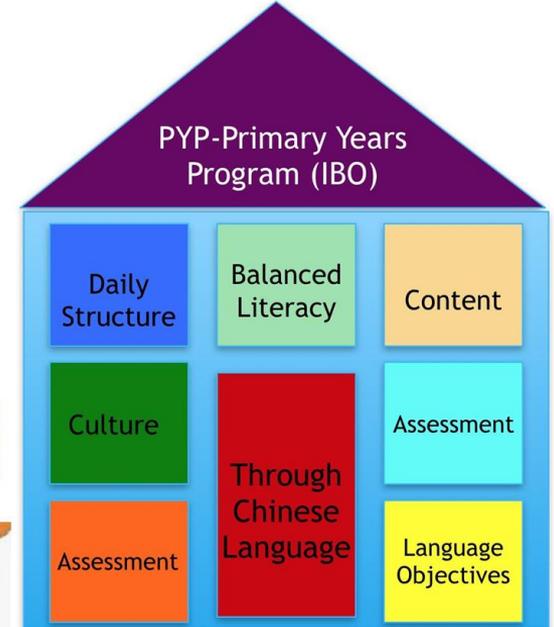


Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Prek 3&4	Chinese all day / All subjects taught only in Chinese				
K-5 A week	Chinese	English	Chinese	English	Chinese
K-5 B week	English	Chinese	English	Chinese	English

# Goals for the Chinese Language Program

- Create opportunities for students to develop academic & technical language in both Chinese and English
- Develop oral language as a foundation for written language
- Implement a balanced literacy approach in both languages

Every Piece is critical!



How do we teach and  
assess reading?

# Guided Reading at Yu Ying

“Teacher-led small groups offer the teacher the opportunity to address specific students’ needs with regard to reading skills, comprehension strategies, and interests. ”

# Guided Reading Considerations

Information Needed

Assessment Expectations

Reading Strategies

Management

**Grade Level  
Expectations**

**Text Selection**

**Reading Strategies**

**Scope/Sequence**

**How often are  
students to be  
assessed?**

**What is expectation  
around data use?**

**Monitor progress**

**Preview Text**

**Look at the pictures**

**Skip the word**

**Use context clues**

**Radical knowledge**

**Classroom  
management**

**Literacy stations**

**Technology needed**

**Additional support**



## Why Is Guided Reading Important ?

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- Differentiated learning
- Small-group instruction
- Individual development
- Bridging concepts, skills, and strategies between two languages

# Level Chinese



Provides Common Core aligned learning objectives for Chinese Language Arts.

Online leveled assessment platform for fluency, language and comprehension.

Provides real-time data on fluency, comprehension, and vocabulary

Reading Comprehension		1
H.RL.1.1	Retell key details of the story 能够独立复述故事大意	
H.RL.1.2	Ask and answer such questions as who, what, where and when and further understand why and how events take place 能够理解关于文章细节的问题（谁、什么时间、去了哪里、发生了什么），并理解事件是怎么发生的，为什么发生	
H.RL.2.1	Summarize a single subject/theme story 能够归纳总结出单一主题故事的主旨	
H.RL.3.1	Based on the setting of the story, retell the actions of the main characters 能够根据故事的时间、地点来叙述主要人物的活动	

2

Reading Level: A B C D E F G H I J K L M N O P Q R S T

Subject/Genre:  Fiction  Non Fiction: Science  Non Fiction: Social Studies

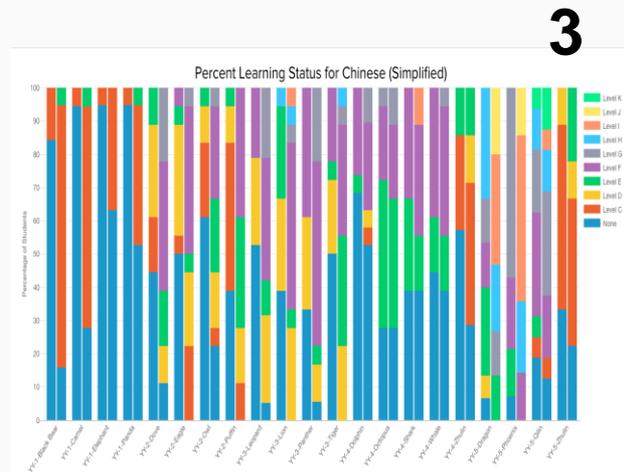
Character type:  Simplified No Pinyin  Simplified Pinyin  Traditional No Pinyin

Worksheet Type:  Basic Comprehension  Detail Objectives

Advanced Search - Search Clear All Filters Download Search Results

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- Gift for Mother's Day 母亲的礼物
- Fashion Show in a Mandarin Lesson 中文课上的时装表演
- The Chinese Teacher Who Does Hip Hop 会跳街舞的中文老师
- The Smart Birdie 聪明的鸟儿
- Two New Students 两个新同学



How does data drive  
our instruction?

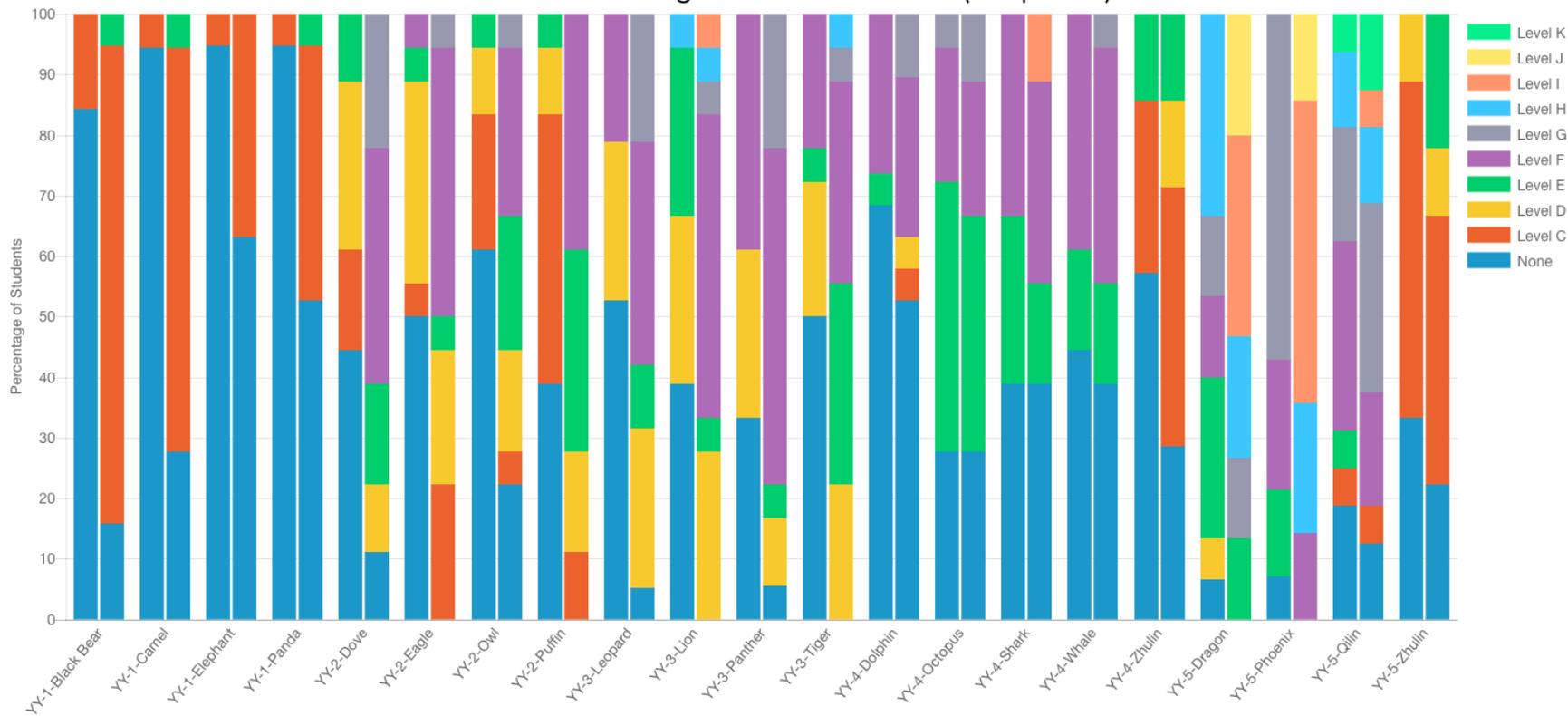
# Data at Yu Ying

- Informs in-class instruction
- Remediates and propels student learning
- Reveals conceptual and procedural strengths and weaknesses in teachers
- Provides information for yearly goal setting



# School-wide Snapshot

## Percent Learning Status for Chinese (Simplified)





# Student Level

LEVEL E - LANGUAGE AND VOCABULARY



## Try Again Later

Your score: 75%. See your results below.

Back to Level E

### 我的生日

1



妈妈的生日在春天。

2



爸爸的生日在夏天。

4



1



下面哪一个时间是对的？

- A. 8日12月2016年
- B. 2016年8日12月
- C. 2016年12月8日
- D. 12月8日2016月

INCORRECT ANSWER

Personalization of learning at the student level in real time

# Challenges - Time

- Analyze the data
- Respond to the data
- Address information overload
- Develop accountability



# What's Next?

- Rethink Differentiation in the Chinese Language Arts
- Extend learning past the school day
- Rethink the data cycle to make it real time



Thank You

谢谢