Selecting and Adapting Resources for Your Chinese Programs

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Principles of Curriculum and Materials Design for 21st Century Learners

1. Learner-centered
2. Standards-based
3. Backward design
4. Performance-based
5. Inclusion and diversity
6. Global perspectives
7. Integration of language, culture, and content
1. Are the curriculum and materials relevant, engaging, and with clear expectations?

- Do the materials provide visually and culturally rich images and ample audio-based and written texts in a variety of genres?
- Do they help students to discover answers for themselves, in addition to rote memorization?
- Do they create contexts for students to use what they’ve learned in real life?
2. Are the curriculum and materials standards-based?

*ACTFL World-Readiness Standards for Learning Languages*

- Communication
- Cultures
- Connections
- Comparisons
- Communities
3. Do the curriculum and materials follow the principle of backward design?

- Do they start with the end goal in mind? What do they expect students to know and be able to do at the end of the lesson/unit/book?

- Do they help students connect language, content, and culture with a “big idea” and promote understanding beyond simply knowing vocabulary and grammatical patterns?
4. Is assessment performance-based?

Stages in the Backward Design Process:

1. Identify desired results in “Can-Dos”
2. Determine acceptable evidence
3. Plan learning experiences and assessment

- Enduring Understandings
- Essential Questions

Does the Teacher Guide provide examples, instructions, and explanations?
5. Do the curriculum and materials show diversity and inclusion of all children?

- Will learners develop an appreciation for diverse cultures, characters, backgrounds, abilities, interests, and perspectives?
- Do the curriculum and materials pay enough attention to age, proficiency levels, multiple intelligences, different learning styles, and thinking skill development?
6. Do the curriculum and materials develop students’ global perspectives?

**Will learners:**

- Develop a worldview?
- Understand that there are multiple perspectives?
- Have the opportunity to explore China, the U.S., and other countries and cultures?
- Compare languages, cultures, and ways of being in the world?
7. Do the curriculum and materials integrate language, culture, and content?

孙悟空来看我

第一课 这是什么？

第九课 孙悟空，再见
The story of Yu Ying’s balanced literacy program and its six-year journey of selecting and adapting Curriculum, materials, and resources to meet the needs of students.
Washington Yu Ying Program

- Opened Fall 2008
- K-Grade 5: 50% partial Chinese immersion
- PreK-3 & PreK-4: full Chinese immersion
- K-Grade 5 all subjects taught in both Chinese and English on alternating days
- Racially diverse population
- High-performing school in Washington, DC
Yu Ying Base Curriculum

- Fall 2009
- K-2
- PD for teachers (mid year)
- Met all our requirements for an Immersion Chinese Curriculum
Entire Curriculum was based on *Flying with Chinese* (FWC, Wang, Dahlberg, et al. 2007-13)

*FWC* has continued to be the foundation of our Chinese language arts program; we have been expanding our curriculum, materials, and resources as we grow.
Considerations

- Alignment with Core Curriculum Model
- Teaching in Isolation
- Common Core
- State Testing
- Non-heritage Parent Support
- Experience Level of Teachers
- Administrative Support
- Resources
Adaptations/Modification

- Breaking down the curriculum for your program
- Differentiating between 3 and 4 skilled words

4 Skilled

友
Read, write, understand, and recognize

3 Skilled

山
Read, recognize, and understand

Year 1-2 - Character Focus
Literacy

Year 3-4 Chinese Literacy Focus

- Modified Chinese Daily 5
  - Word work
  - Reading
  - Guided, SSR, Assessment
  - Writing
  - Listening to reading
  - Writing program
  - Whole-group lessons
Literacy

Take Home Readers

Reading Series

Year 3-4 Chinese Literacy Focus

Assessment System

Literacy Assessment

Assessment System

Take Home Readers

Reading Series

Year 3-4 Chinese Literacy Focus
Writing

Grade- extended writing practice from FWC Lesson 1 and 2 in 2A - a letter to Sun Wu Kong

Color code questions words for the writing program

<table>
<thead>
<tr>
<th>Color coded Question Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
</tr>
<tr>
<td>谁</td>
</tr>
<tr>
<td>什么</td>
</tr>
<tr>
<td>哪里</td>
</tr>
<tr>
<td>什么时候</td>
</tr>
<tr>
<td>动词</td>
</tr>
<tr>
<td>怎么 / 怎么样</td>
</tr>
</tbody>
</table>
Assessments

Grade: ___________  2nd  Class: ___________  Name: ___________  Date: ___________

<table>
<thead>
<tr>
<th>Reading or Writing</th>
<th>Name of the Assessment</th>
<th>Total Number Points</th>
<th>Number of Points Attained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Filling in the Missing Stroke</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Matching Words and Pictures</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Combining Characters to Create A New Word</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Filling in the Blank</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Circle the Answer</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Homonyms</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Sequence the Sentences</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Reading Comprehension</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Filling in the Blank with UOI Words</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>129</td>
<td></td>
</tr>
</tbody>
</table>

Authentic Resource Score: 9
# Year 5 - on Alignment

<table>
<thead>
<tr>
<th>ROI unit</th>
<th>Frequency level expectation</th>
<th>MLA standards</th>
<th>Performance tasks</th>
<th>transitional words/phrases</th>
<th>social language</th>
<th>literature (i.e. fairy tale, traditional story, classics etc.)</th>
<th>informational text</th>
<th>poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>C - Who We Are</td>
<td>NL</td>
<td></td>
<td>I can intellie the sounds and words that I hear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C - Where We Are In Place and Time</td>
<td>NL</td>
<td></td>
<td>I can say the names of familiar people, places, and objects in pictures and posters using single words or memorized phrases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C - How the World Works</td>
<td>NL</td>
<td></td>
<td>I can intellie the sounds and words that I hear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C - Sharing the Planet</td>
<td>NM</td>
<td></td>
<td>I can express my likes and dislikes using words, phrases, and memorized expressions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C - How We Organize Ourselves</td>
<td>NM</td>
<td></td>
<td>I can present simple information about something I learned using words, phrases, and memorized expressions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>NM</td>
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<td>I can present simple information about something I learned using words, phrases, and memorized expressions.</td>
<td></td>
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</tr>
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<td>NM</td>
<td></td>
<td>I can express my likes and dislikes using words, phrases, and memorized expressions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C - How We Organize Ourselves</td>
<td>NM</td>
<td></td>
<td>I can present personal information about myself and others using I can present short description on function of social hierarchy.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Current Unit: How We Organize Ourselves: Community**

**Summary**

Subject Focus: English, Social Studies, Chinese. Year Grade 1 Start Date: 09 October Duration: 6 weeks

**Transdisciplinary Theme**

How we organize ourselves
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human and the environment.

**Central Idea**

People live, work and interact within their communities.

**Lines of Inquiry**

- Elements of a community
- Interdependence of a community
- Ways to take action within our community
Chinese Flashcards/Word Rings

All files are in PDF format.

To make the Flashcards: print each page, cut it in half, fold, and staple.

To make the Flashcards into a Word Ring: punch a hole in the top of the Flashcards, and add a ring or string to attach the cards together.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Trimester 1 (4 skilled words)</th>
<th>Trimester 2 (4 skilled words)</th>
<th>Trimester 3 (4 skilled words)</th>
<th>Whole school year (2010-2011) (4 skilled words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>KA</td>
<td>KA</td>
<td>KA</td>
<td>1 list words</td>
</tr>
<tr>
<td>1st</td>
<td>LA</td>
<td>LB</td>
<td>LC</td>
<td>3 Skill Words</td>
</tr>
<tr>
<td>2nd, 3rd, 4th</td>
<td>2A</td>
<td>2B</td>
<td>2C</td>
<td>3 Skill Words</td>
</tr>
</tbody>
</table>

NOTE: 1st, 2nd, 3rd Graders should also review KA, KB, and KC words, which were taught in the 2009-2010 school year.

Virtual Chinese Word Wall

Similar to the Word Walls in the Chinese classrooms, this resource can be used to help with reading and writing homework.

1. Use for writing or notes.
2. Use with and without the Visual Strips.
3. Use at home while teaching writing.
4. Use with students where there is no Chinese doing work already.
5. Use with students where there is no Chinese writing being taught.

For more information on reading, writing, and reading aloud, please visit the website of the school.
Books used in the program
Chinese Resource Room
Portal Chinese Resources
Authentic Resources
Homemade Chinese level readers
Chinese guided reading books
Chinese resource inventory_2014-2015
CLA pacing in Managebac
Discussion

Questions for Yu Ying?

Questions from Chinese Early Language and Immersion Network at Asia Society (CELIN):

• What are your needs in materials, curriculum, or assessment?

• What can we do together?
Thank you! 谢谢！

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