

Chinese K-5 Grade Level Expectations

Student Linguistic and Cultural Profile Grade 5

	Listening	Speaking	Reading	Writing
(SOPA/ELLOPA)	JIM	JIL		
(NOELLA)	Benchmark IV-V (IL-IM)	Benchmark IV-V (IL-IM)	Benchmark III (NH)	Benchmark III (NH)

CHINESE GRADE 5 EXPECTATIONS

Listening	Speaking	Reading	Writing	Culture
<ul style="list-style-type: none"> • Carry out general commands without prompting • Understand predictable questions • Demonstrate understanding of main idea and some specific information on familiar topics; • Understand sentence-level speech at a normal rate of speech although slow-downs or repetitions may be necessary for unfamiliar topics; • Understand the gist of longer conversations and narratives in familiar contexts from selected audiovisual or multimedia materials for children 	<ul style="list-style-type: none"> • Maintain conversations in a limited number of everyday social and academic contexts • Make brief and simple oral presentations on familiar topics • Start to create sentences, although with grammatical inaccuracies • Demonstrate some ease and confidence in speech that is comprehensible to native speakers of Chinese 	<p>Based on a small number of learned, high frequency hanzi as appear in selected print or online materials:</p> <ul style="list-style-type: none"> • Identify general information with visual support; • Infer some meaning from context; • Extract simple or partial message 	<ul style="list-style-type: none"> • Produce learned words and phrases in Chinese characters by handwriting or key boarding, with significant errors in writing characters or choosing the correct characters for use (字写错 and 写错字) • Use Chinese characters for communicative purposes such as in labels, signs, lists, or notes, frequently resort to homonyms or pinyin 	<ul style="list-style-type: none"> • Become familiar with the six geographical regions of China • Compare and contrast geographical and cultural features of my school and my sister school's region • Explore in greater depth holiday traditions and celebrations in Chinese cultures. • Learn the rhythmic pattern of simple Tang poems • Demonstrate understanding of basic elements of water color art (poem, painting, stamp) • Sing or perform some age-appropriate poems, songs and folk dance • Produce simple water

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				<p>color paintings with a calligraphy brush</p> <ul style="list-style-type: none">• Create simple stamps inspired by different styles of calligraphy
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Student Linguistic and Cultural Profile

Grade 4

	Listening	Speaking	Reading	Writing
SOPA/ELLOPA	JIL	JIL		
NOELLA	Benchmark IV (IL)	Benchmark IV (IL)	Benchmark II (NM)	Benchmark II (NM)

CHINESE GRADE 4 EXPECTATIONS

Listening	Speaking	Reading	Writing	Culture
<ul style="list-style-type: none"> • Carry out general commands with or without some prompting • Understand predictable questions • Demonstrate understanding of main idea on familiar topics • Understand sentence-level speech at a normal rate of speech combined with gestures, visual support, slow-downs or repetitions • Understand the gist of conversations and narratives in familiar contexts from selected audiovisual or multimedia materials for children 	<ul style="list-style-type: none"> • Maintain simple conversations in a limited number of everyday social and academic contexts; <p>Make brief and simple oral presentations on learned topics</p> <p>Start to create sentences, although with grammatical inaccuracies</p> <ul style="list-style-type: none"> • Demonstrate some ease and confidence in speech that is comprehensible to native speakers of Chinese 	<p>Based on a small number of learned, high frequency hanzi as appeared in printed or online materials:</p> <ul style="list-style-type: none"> • Identify general information with visual support • Infer some meaning from context; • Extract simple or partial message 	<ul style="list-style-type: none"> • Produce learned words and phrases in Chinese characters by handwriting or key boarding, with significant errors in writing characters or choosing the correct characters for use (字写错 and 写错字) • Use Chinese characters for communicative purposes such as in labels, signs, cards, and lists, frequently resort to homonyms or pinyin 	<ul style="list-style-type: none"> • Identify and compare famous landmarks and geographical features in China and the US • Become familiar with the geographical and cultural features of the region where our sister school's town/city is located • Describe important holiday traditions and celebrations in American and Chinese cultures; • Identify cultural significance of selected colors, food, symbols, and customs • Recognize that Chinese calligraphy characters may be represented by different styles • Learn the use of a brush to create simple

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				characters in calligraphy
				<ul style="list-style-type: none">• Sing or perform some popular children’s songs, rhymes, games, poems, and/or dance

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Student Linguistic and Cultural Profile Grade 3

	Listening	Speaking	Reading	Writing
SOPA/ELLOPA	JNH-JIL	JNH		
NOELLA	Benchmark III-IV (NH-IL)	Benchmark III (NH)	Benchmark II (NM)	Benchmark II (NM)

CHINESE GRADE 3 EXPECTATIONS

Listening	Speaking	Reading	Writing	Culture
<ul style="list-style-type: none"> • Carry out general commands with prompt • Understand predictable questions on familiar topics • Demonstrate partial understanding of basic conversations and statements on familiar topics • Understand sentence-level utterances at a fairly normal rate of speech combined with strong contextual support, gestures, visuals, slow-downs, rephrasing, and repetitions • Figure out the topics from conversations and narratives in familiar contexts from selected audiovisual or multimedia materials for children 	<ul style="list-style-type: none"> • Maintain simple conversations with memorized expressions in familiar daily contexts; • Make simple oral presentations on learned topics • Start to show signs of creating sentences, although with grammatical inaccuracies and hesitation • Demonstrate some confidence in speech that is comprehensible to native speakers of Chinese 	<p>Based on a small number of learned Chinese characters as appeared in printed or online materials:</p> <ul style="list-style-type: none"> • Identify some information with visual support • Infer some meaning from context; 	<ul style="list-style-type: none"> • Produce learned words and phrases in Chinese characters by handwriting, with significant errors in writing characters or choosing the correct characters for use (字写错 and 写错字) • Use Chinese characters for communicative purposes such as in labels, signs, and cards, frequently resort to homonyms or pinyin 	<ul style="list-style-type: none"> • Recognize some famous landmarks and geographical features in China • Recognize the community where our town/city is located • Compare my and my sister school's communities • Compare and contrast traditions associated with important holidays and celebrations of American and Chinese cultures; • Identify cultural significance of selected colors, foods, and customs • Begin to recognize the basic rules of stroke order • Recognize that pinyin is

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				<p>a phonetic system to help pronounce Chinese</p> <ul style="list-style-type: none">• Sing or perform some popular children’s songs, rhymes, games, poems, and/or dance• Create, decorate, and display or use a popular artifact (such as kites)
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Chinese K-5 Grade Level Expectations

Student Linguistic and Cultural Profile Grade 2

	Listening	Speaking	Reading	Writing
SOPA/ELLOPA	JNM-JNH	JNM		
NOELLA	Benchmark	Benchmark	Benchmark I	Benchmark I

CHINESE GRADE 2 EXPECTATIONS

Listening	Speaking	Reading	Writing	Culture
<ul style="list-style-type: none"> • Carry out basic commands with prompt • Understand simple questions on learned topics with strong contextual support • Demonstrate basic understanding of simple conversations and statements on learned topics • Understand phrases and short sentences at a fairly normal rate of speech combined with strong contextual support, gestures, visuals, slow-downs, and repetitions • Figure out the topics from conversations and narratives in learned contexts from selected audiovisual or multimedia materials for children 	<ul style="list-style-type: none"> • Carry on simple conversations with memorized expressions in familiar daily contexts; • Make simple oral presentations on learned topics • Attempt to combine memorized chunks in creating sentences, although with significant grammatical inaccuracies and hesitation • Produce basic speech with hesitation, but comprehensible to sympathetic native speakers of Chinese 	<p>Based on a limited number of learned Chinese characters as appeared in printed or online materials:</p> <ul style="list-style-type: none"> • Identify some information with visual support • Infer some meaning from context 	<ul style="list-style-type: none"> • Produce learned words and phrases in Chinese characters by handwriting, may show significant errors in writing characters (字写错) • Use Chinese characters for communicative purposes such as in labels, signs, and cards 	<ul style="list-style-type: none"> • Recognize the community where our town/city is located • Compare my and my sister school's communities • Give a few examples of the traditions associated with important holidays and celebrations of American and Chinese cultures; • Identify cultural significance of selected colors and foods • Recognize that Chinese characters provide information on meaning and/or sound beyond pictures • Sing or perform some popular children's songs, rhymes, poems, games, and/or dance • Create and decorate a

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				traditional artifact and identify its use (such as a paper lantern)
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Student Linguistic and Cultural Profile Grade 1

	Listening	Speaking	Reading	Writing
SOPA/ELLOPA	JNM	JNM		
NOELLA	Benchmark	Benchmark	Benchmark I	Benchmark I

CHINESE GRADE 1 EXPECTATIONS

Listening	Speaking	Reading	Writing	Culture
<ul style="list-style-type: none"> • Carry out a limited number of commands with prompt • Understand basic questions on learned topics • Demonstrate basic understanding of simple statements on learned topics • Understand phrases and expressions at a slower than normal rate of speech, combined with strong contextual support, gestures, visuals, and repetitions 	<ul style="list-style-type: none"> • Participate in basic conversations on learned topics by responding to questions, using memorized expressions • Make short oral presentations on learned topics • Produce basic utterances with hesitation, but comprehensible to sympathetic native speakers of Chinese 	<p>Based on a limited number of learned Chinese characters as appeared in printed or online materials:</p> <ul style="list-style-type: none"> • Identify learned characters in context 	<ul style="list-style-type: none"> • Differentiate Chinese characters from English writing • Recognize that Chinese characters are written following a prescribed sequence • Recognize and write 5-10 Chinese pictographic characters/radicals. • Use Chinese characters to express good wishes and feelings, e.g., make greeting cards. 	<ul style="list-style-type: none"> • Identify where sister schools are located in China • Recognize the neighborhood where our town/city is located • Compare my and my sister school's neighborhoods • Know the important holidays that my school and my sister school celebrate; • Recognize Chinese has tones. • Become more familiar with famous Chinese legends and folktales • Sing or perform some popular children's songs, rhymes, poems, games, and/or dance • Create and decorate a traditional artifact and identify its use (such as

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				paper fans, their shape, material, and decoration determined by gender)
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Student Linguistic and Cultural Profile Grade K

	Listening	Speaking	Reading	Writing
SOPA/ELLOPA	JNL-JNM	JNL-JNM		
NOELLA	Benchmark	Benchmark	Pre-Reading	Pre-Writing

CHINESE KINDERGARTEN EXPECTATIONS

Listening	Speaking	Reading	Writing	Culture
<ul style="list-style-type: none"> • Carry out a limited number of commands with prompt • Understand basic questions on learned topics • Demonstrate basic understanding of high frequency expressions on learned topics • Understand high frequency words and expressions at a slower than normal rate of speech, combined with strong contextual support, gestures, visuals, and repetitions 	<ul style="list-style-type: none"> • Produce isolated words and high frequency expressions within predictable topic areas • Produce basic utterances with hesitation, but comprehensible to teachers of Chinese 	<p>Based on a limited number of learned Chinese characters as appeared in printed or online materials:</p> <ul style="list-style-type: none"> • Identify isolated Chinese characters 	<ul style="list-style-type: none"> • Trace and copy Chinese characters by hand • Trace, copy, and write the numbers 1-10 in Chinese characters 	<ul style="list-style-type: none"> • Identify where China is on a globe • Understand Chinese is spoken in many parts of the world • Compare Chinese and American holidays • Know the date, food, and celebration associated with Moon Festival, Chinese New Year and Dragon Boat Festivals; • Familiar with a few famous Chinese legends • Recognize a few key Chinese pictographs • Sing or perform some popular children’s songs, rhymes, poems, games, and/or dance