Developing Reading Literacy in Chinese: Transferring theory to classroom application

Claudia Ross (College of the Holy Cross)
Meng Ye (Rice University)
Ke Peng (Western Kentucky University)
Sara Chao (New Trier Township High School)
Brooke Cheng (Barrington Middle School)

Startalk Fall Conference, Houston, 2018
Why focus on reading literacy?

1. Chinese as a second language programs often assess literacy skills, but rarely teach students how to develop these skills.

2. Teachers are often not aware that there are different levels of reading literacy, and often do not know why students are unable to comprehend certain aspects of a text.

3. There are obstacles to each level of literacy, but research on literacy acquisition can guide teachers to provide activities that help students to overcome these obstacles, and to become better readers.
Chinese is not unique in the challenge to literacy development

“Hard Words: Why aren’t our kids being taught to read” American Public Media Reports (APMreports.org, 9/2018)

“Decades of scientific research has revealed that reading doesn't come naturally. The human brain isn't wired to read. Children must be explicitly taught” reading skills.

Exposure to reading is not sufficient for the development of reading skills.

The "science of reading" clearly indicates that things that children need to know about the reading process in order to become good readers. Education practice typically does not incorporate research findings.
The importance of transferring Research to Practice, the situation in CFL teaching

- Research on Chinese native speakers (L1 learners) and learners of Chinese as a second language (CFL learners) show that successful readers know certain things about the written language that unsuccessful readers do not know.
- The findings clearly point to the need for explicit instruction in learning these aspects of the written language.
- This information is rarely if ever incorporated in the reading instruction of CFL learners.
- The focus of our Read-On Startalk program 2012-2018 has been to transfer research findings on Chinese reading acquisition into classroom practices.
SESSION OUTCOMES

- I can transfer research findings to the development of best practices for reading instruction.
- I can transfer best practices to the development of activities that enhance the learning of reading skills.
- I can transfer my knowledge of types of activities to the specific curriculum in my classroom.
Transfer:

- From research on literacy development to best practices for literacy instruction.
- From best practices for literacy instruction to activities that develop lower and higher level reading skills.
- From types of activities to the implementation of specific activities in sample units developed in the program.
- From sample units during the program to implementation in your own classroom.
Read-On Startalk 2012-2018
Literacy Development in Chinese – from Research to Best Practices to Curriculum

Experienced teachers of Chinese (3+ yrs experience)

K-16 collaboration in 4 teams: Immersion 5-8, 6-8, 9-12, 13+

10-day residential program

College of the Holy Cross, Worcester, MA,
Participants and Leadership Team 2018
Read-On 2018 Leadership Team

Top row: Ke Peng, Sara Chao, Baozhang he
Bottom row: Brooke Cheng, Meng Yeh, Claudia Ross, Ya-Ching Hsu-Kelkis
Participant Representation 2012-2018
Literacy development

Character Literacy 認字 The ability to read (pronounce) and identify the meaning of individual characters

Word Literacy 認詞
The ability to identify word boundaries and to read (pronounce) and understand the meaning of multi-character words.

Text Literacy 閱讀能力
讀文章：The ability to read and understand a text consisting of one or more paragraphs.
Lower level reading literacy skills

- character identification (accuracy and speed)
- word boundary identification
- phrase structure identification
- vocabulary recognition and lexical access
- sentence comprehension
Research findings: Successful readers ...

See characters in terms of their component parts:
早 = 日 + 十
打 = 扌 + 丁
湖 = 氵 + 古 + 月

Identify character shapes
Research findings: Successful readers …

Know the locations in a character where specific component parts may and may not occur:

心 + 相 = 想
寸 + 又 = 对
氵 + 每 = 海
灬 + 木 = 杰
忄 + 青 = 情
d + 丁 = 打
Research findings: Successful readers ...

Identify certain components as semantic radicals and use them to identify and remember character meaning:

<table>
<thead>
<tr>
<th>Component</th>
<th>Pinyin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>口</td>
<td>kǒu</td>
<td>mouth</td>
</tr>
<tr>
<td>人 （亻）</td>
<td>rén</td>
<td>person</td>
</tr>
<tr>
<td>水（氵）</td>
<td>shuǐ</td>
<td>water</td>
</tr>
<tr>
<td>日</td>
<td>rì</td>
<td>sun</td>
</tr>
<tr>
<td>女</td>
<td>nǚ</td>
<td>female</td>
</tr>
<tr>
<td>言（讠）</td>
<td>yán</td>
<td>language</td>
</tr>
<tr>
<td>手（扌）</td>
<td>shǒu</td>
<td>hand</td>
</tr>
<tr>
<td>木</td>
<td>mù</td>
<td>wood/tree</td>
</tr>
<tr>
<td>子</td>
<td>zǐ</td>
<td>child</td>
</tr>
</tbody>
</table>
Research findings: Successful readers ...

Identify the rhyming components in characters and use the rhyme to identify and recall characters:

青 qīng (green)
请 qǐng (invite)
静 jìng (still, calm)
清 qīng (clear, clean)
Research findings: Successful readers …

Use their knowledge of stroke order to identify characters:

“From Unit to Gestalt: Perceptual Dynamics in Recognizing Chinese Characters, by Jong-Tsun Huang and Man-Ying Wang, pp. 3-35.”
Research findings: Successful readers …

Quickly locate phrase structure markers within sentences

每个人都知道三只小猪的故事

每个人都知道「三只小猪的」故事
Use word knowledge to identify word boundary ambiguity:

我們要學生活得有意義。
我們要學「生活得有意義」。
We want to learn [how to lead a meaningful life].

我們要「學生 活得有意義」。
We want [our students to have meaningful lives].
Higher level literacy skills

Successful readers …
- Identify and use text organization markers and strategies for text organization
- Access and incorporate background knowledge of topic as they read
- Access and incorporate cultural knowledge as they read.
Successful readers can …

- Identify facts within a text (who, what, when, where, how).
- Make inferences based on a text.
- Evaluate the text to identify the author’s point of view, the purpose of the text, and the intended audience.
- Identify and evaluate the author’s arguments.
Transferring research to practice

- Feedback from past participant
- Examples from modules
developed by our middle school team, high school team, and college team
2018 Read On
NH group
董明老师  
Ming Dong  
MN
高莹森老师  
Patricia Gouck  
PA
宋丹老师  
Sharon Song  
CA
许素贤老师  
Su-Hsien Hsu  
OH
陈诗嫚老师  
Brooke Cheng  
IL
Dr Claudia Ross  
MA
Thematic Unit

我的小天地
汉字教学

构造

部首和部件关系

笔顺和笔画

Lower Level Reading Skills
“木”和“辶”部教学活动
Where is the 木部?
● Size: more likely to be the radical if it is larger
● Location: more likely to be the radical if it is on the left, not on top & not on right

Which of the 木 is the character’s radical?
Likely to be the radical/ Not the radical - too small
Scanning activity

- Scan the text
- Highlight in **pink** all of the characters which have 木 somewhere in the character
我是一个中学生，我有一间自己的房间。这是我的小天地。请进！
你看，我的房间里面有很多毛绒绒的玩具：一只长腿兔子、一只白色小羊和一只灰色小狗。那只小狗叫小米。小米是我的最爱，因为是妈妈送我的生日礼物。
我很喜欢迪士尼的卡通人物，所以房间里也有一张海报，是我在上海迪士尼乐园买的。海报上面是唐老鸭和米老鼠。
我的紫色小床在房间的右边；衣柜在床的左边，是粉红色的；书架和书桌在房间的左边，书架上面有我喜欢看的书，书桌上面有很多东西，还有一台电脑和电灯。我常常在房间里玩电脑，有时候玩手机，有时候画画，有时候看电影。
我的房间不大，可是又舒服又漂亮，我很喜欢。
What do all of these characters have in common?
Step 1  (on worksheet)

Highlight all of the characters in Text 1 which have “辶”
我是一个中学生，我有一间自己的房间。这是我的小天地。请进！
你看，我的房间里面有很多毛绒绒的玩具：一只长腿兔子、一只白色小羊和一只灰色小狗。那只小狗叫小米。小米是我的最爱，因为是妈妈送我的生日礼物。
我很喜欢迪士尼的卡通人物，所以房间里也有一张海报，是我在上海迪士尼乐园买的。海报上面是唐老鸭和米老鼠。
我的紫色小床在房间的右边；衣柜在床的左边，是粉红色的；书架和书桌在房间的左边，书架上面有我喜欢看的书，书桌上面有很多东西，还有一台电脑和电灯。我常常在房间里玩电脑，有时候玩手机，有时候画画，有时候看电影。
我的房间不大，可是又舒服又漂亮，我很喜欢。
我是一个中学生，我有一间自己的房间。这是我的小天地。请进！

你看，我的房间里面有很多毛绒绒的玩具：一只长腿兔子、一只白色小羊和一只灰色小狗。那只小狗叫小米。小米是我的最爱，因为是妈妈送我的生日礼物。

我很喜欢迪士尼的卡通人物，所以房间里也有一张海报，是我在上海迪士尼乐园买的。海报上面是唐老鸭和米老鼠。

我的紫色小床在房间的右边；衣柜在床的左边，是粉红色的；书架和书桌在房间的左边，书架上面有我喜欢看的书，书桌上面有很多东西，还有一台电脑和电灯。我常常在房间里玩电脑，有时候玩手机，有时候画画，有时候看电影。

我的房间不大，可是又舒服又漂亮，我很喜欢。
Which configuration best depicts the characters with “辶”? 

1          2             3           4             5            6             7          8
9            10         11          12          13         14        15        16
Notes for teacher:
1. Ask Ss to circle all the characters with 辶部 in the main text.
2. Use this worksheet, model one leg from radical to character then to word. Allow students to complete the rest of the graph with peers. Set it up as pair work.
3. Go back to the main text to scan the words with 辶部’s words.
我是一个中学生，我有一间自己的房间。这是我的小天地。请进！你看，我的房间里面有很多毛绒绒的玩具：一只长腿兔子、一只白色小羊和一只灰色小狗。那只小狗叫小米。小米是我的最爱，因为是妈妈送我的生日礼物。

我很喜欢迪士尼的卡通人物，所以房间里也有一张海报，是我在上海迪士尼乐园买的。海报上面是唐老鸭和米老鼠。

我的紫色小床在房间的右边；衣柜在床的左边，是粉红色的；书架和书桌在房间的左边，书架上面有我喜欢看的书，书桌上面有很多东西，还有一台电脑和电灯。我常常在房间里玩电脑，有时候玩手机，有时候画画，有时候看电影。

我的房间不大，可是又舒服又漂亮，我很喜欢。
Pet Lovers Unite 大家都爱毛小孩

Read-On STARTALK VII at College of the Holy Cross
2018 High School AP Group
《我真想当一只小狗》

我真想当一只小狗

每当有人问我想当什么，我就说想成为一只小狗，别人都说我有点神经不正常。但你要是知道了这其中的原因，也一定会支持我的。

现在的宠物狗啊，生活过得比人还要好。就说我家的那只叫“宝贝”的狗吧，爸爸居然还管它叫“儿子”！它每天可以说是吃香的喝辣的，今天吃鱼丸，明天吃牛肉，后天吃骨头，算起来每个月光给它买吃的，就要花去几百元钱啊！而我每个月的零花钱才25元，和它相比，简直是贫富两重天啊！

我家的那只宝贝狗，每天穿的衣服都不一样。今天穿粉色的小裙子，明天穿白色的小马甲，后天可能穿黄色的小背心，有时我都看不过眼了，它也太牛气了，我都没有这样的待遇啊！所以我就经常要妈妈也给我买一些裙子衣服之类的，可妈妈说我穿那么漂亮的衣服不像个学生样，你说这都是哪跟哪儿呀！我一听气就不打一处来，我还不如一只小狗穿得好呢！唉！

我家的宝贝呀，每天都和妈妈一起去散步。有时天气冷，妈妈怕它冻着了，还带一件衣服备用，比照顾我还细心，真让人嫉妒啊！我就向妈妈抱怨，散步也不带我。可妈妈说要我在家多做些习题更进步一些，不该去攀比小狗。看着小狗它昂头挺胸向前走的样子，好像在气我啊！

你们说说，我想成为一只宠物狗的想法难道真的很过分吗？
Fill in the graphic organizer with key information.
我想成为一只小狗。

宠物狗生活得比人好。
宠物狗每天都穿不一样的衣服。
宠物狗每天都和妈妈去散步。

宠物狗
• 把狗当宝贝-爸爸管他叫儿子。
• 每天吃香喝辣的。每月要花几百元。

我
• 每月只有二十五元零花钱。

宠物狗
• 穿粉色小裙子，白色小马甲，待遇很好。

我
• 妈妈说我穿得太好就不像学生。

宠物狗
• 妈妈照顾得很细心。

我
• 妈妈从来不带我去散步，因为她要我多做习题。

难道我想成为宠物很过分吗？
Interpretive Questions

1. What might be the author’s point of view on pet ownership?
   a. In support of pet ownership.
   b. Against pet ownership.
   c. Does not exhibit an opinion on pet ownership.
   d. Cannot tell from text.

2. How do you think the author feels towards the pet?
   a. The author loves this dog.
   b. The author hates this dog.
   c. The author is jealous of this dog.
   d. The author does not talk about any feelings towards this dog.

3. Based on this passage, what do you think is the main message from the author?
   a. Children should be cherished and spoiled, too!
   b. Pet ownership takes up a lot of one’s finances and time.
   c. Some parents are too strict.
   d. Some pets are evil.

4. If you were to give a new title to this article, which of the following is the best fit?
   a. 我们家的宝贝狗
   b. 我也要被宠
   c. 爸妈的最爱
   d. 我也要跟狗狗玩

5. What is the key sentence of the passage?
   a. 我想成为一只小狗
   b. 宠物狗生活过得比人还要好
   c. 我不该去攀比小狗
   d. 小狗好像在气我
我真想当一只小狗

每当有人问我想当什么，我就说想成为一只小狗，别人都说我有点神经过正常。但你要是知道了这其中的原因，也一定会支持我的。

现在的宠物狗啊，生活过得比人还要好。就说我家的那只叫“宝贝”的狗吧，爸爸居然还管它叫“儿子”！它每天可以说是吃香的喝辣的，今天吃鱼丸，明天吃牛肉，后天吃骨头，算起来每个月光给它买吃的，就要花去几百元钱啊！而我每个月的零花钱才25元，和它相比，简直是贫富两重天啊！

我家的那只宝贝狗，每天穿的衣服都不一样。今天穿粉色的小裙子，明天穿白色的小马甲，后天可能穿黄色的小背心，有时我都看不过眼了，它也太牛气了，我都没有这样的待遇啊！所以我就经常要妈妈也给我买一些裙子衣服之类的，可妈妈说我穿那么漂亮的衣服不像个学生样，你说这都是哪跟哪呢！我一听气就打一处来，我还不如一只小狗穿得好呢！唉！

我家的宝贝呀，每天都和妈妈一起去散步。有时天气冷，妈妈怕它冻着了，还带一件衣服备用，比照顾我还细心，真让人嫉妒啊！我就向妈妈抱怨，散步也不带我。可妈妈说要我在家多做些习题更进步一些，不该去攀比小狗。看着小狗它昂头挺胸向前走的样子，好像在气我啊！

你们说说，我想成为一只宠物狗的想法难道真的很过分吗？
Alternative Assessment:

What might this story look like from the pet dog’s perspective? Might there be a special reason why the dog was introduced to the family? Take on the perspective of the pet dog. Write a journal entry on the dog’s daily life being in this household. Identify the purpose of being adopted into the family. How might the dog feel towards the author?
有一天，我带了一只流浪的小狗回家。过了几天，我又带着这只小狗去亲戚家玩，他们家的孩子小杰特别喜欢狗，一见小狗就爱上它了。他一边和小狗玩得非常开心，一边求着父母收养它。但是小杰的父母不想养狗，就叫小杰自己来问我。

我笑着对小杰说，“你想要养小狗，没问题。但是你爸爸妈妈都很忙，我把小狗交给你，那你要自己照顾小狗哦。”

小杰很快地说：“没问题，我能照顾好它。”

我又说：“照顾小狗，每天早上都要很早起来带狗狗出去散步上厕所哦。”

小杰想了想，点了点头：“嗯，我能做到。”
AP Chinese Exercises

- Story Narration
- E-mail Response
- Culture Presentation

Graphic Organizers:

<table>
<thead>
<tr>
<th>Problem (who, what, why)</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>时间</th>
<th>现象</th>
<th>为什么</th>
</tr>
</thead>
<tbody>
<tr>
<td>过去</td>
<td></td>
<td></td>
</tr>
<tr>
<td>现在</td>
<td></td>
<td>第一</td>
</tr>
<tr>
<td></td>
<td></td>
<td>第二</td>
</tr>
<tr>
<td></td>
<td></td>
<td>第三</td>
</tr>
<tr>
<td>影响 (significance)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The four pictures present a story. Imagine you are writing the story to a friend. Narrate a complete story as suggested by the pictures. Give your story a beginning, a middle, and an end.
小高
收件人： 小朋
邮件主题： 我想养狗

小朋，你好！听说你最近养了一只毛绒绒的宠物狗，可爱极了。我也
想养狗。可是我住在公寓里，房东不准我们养宠物。但是我非常喜欢
和狗玩。你说我应该怎么办？你有什么建议？听说你以前也照顾过流
浪狗，你能分享一下你的经验吗？希望很快收到你的回信。
Over the past ten years, China’s pet ownership has grown exponentially (empty nesters family, single child family, d-i-n-k family etc.). In your presentation please describe the changes and explain the significance of the changes.

<table>
<thead>
<tr>
<th>现在</th>
<th>过去</th>
</tr>
</thead>
<tbody>
<tr>
<td>现象</td>
<td>What happened?</td>
</tr>
<tr>
<td>第一</td>
<td>为什么?</td>
</tr>
</tbody>
</table>

China’s pet ownership has grown.
2018 ReadOn STARTALK: College of the Holy Cross

Ke Peng 彭珂
Western Kentucky University 西肯塔基大学

College Team 大学组

刘金 | 孙鸿运 | 洪琳 | 刘宣吟 | 彭珂
CA | MA | Or | ND | KY
My Story Illustrates . . .

- Identify the main idea of each paragraph
- Guide students to locate supporting ideas and make inferences
- Use a graphic organizer to organize information
- Identify signal words that indicate textual relation
- Connect the main ideas in each paragraph and summarize the text

Thematic Unit Plan
Theme & Topic

- **Theme**: 运动
- **Topic**: 真情温暖赛场

1. 永远24 （Main Text）
2. 冬奥开幕式：韩朝手牵手 (Parallel Reading)
3. 马拉松比赛感人的一幕！无论比赛还是做人，她都赢了！ (Summative Assessment)

EU & EQs

- **Enduring Understanding**
  - Sports connect people. 运动连接你我他

- **Essential Questions**
  1. **What** sports do you play or watch, and **why**?
  2. **How** do sports bond or separate people and cultures?
永远24

苏亚雷斯，是谁？跟梅西，C罗，内马尔相比，这个名字你可能很陌生，但如果你看过2018年世界杯上的乌拉圭，你会明白，为什么这个名字与众不同。可以说，是他帮助乌拉圭赢得了胜利，成功地把乌拉圭送入了世界杯四强。

当比赛结束时，苏亚雷斯一边向球场上的球迷致谢，一边自己的队友拥抱庆祝。他脱下球衣，露出一件白色T恤，上面印着一位球员的照片和“Forever 24”。

原来，球衣上的男子名叫席尔瓦塔，是苏亚雷斯的好友。两人曾经在一个球队踢球。在更大的赛场上，进球是他们的梦想。可没想到的是，席尔瓦塔的足球之路在2008年就结束了。在一次比赛中，席尔瓦塔意外地撞到了广告牌后面的墙上，头受了重伤，五天后离世，年仅24岁。

好友的突然离去，让苏亚雷斯悲痛万分。然而，他不但没有消沉，反而决定帮好友去实现梦想。十年过去了，苏亚雷斯穿着印有好友的T恤，用这样特别的方式，把好友带到了世界杯决赛的赛场。

你的真情，我一生不忘
你的梦想，我负重前行

核心词汇

1. 永远yǒngyuǎn (adj./adv.): forever
   例句一: 没有永远的朋友，没有永远的故人。
   例句二: 她永远忘不了好朋友们在她最困难的时候给她的帮助。

2. 赢yíng (v.): to win
   例句一: 在世界杯的比赛中，法国队2:1赢了英格兰。
   例句二: 他的球踢得很棒，所以我们今天赢了两场比赛。

3. 成功chénggōng (n./adj./adv.): success, successful, successfully
   例句一: 事业的成功让他感到幸福快乐。
   例句二: 上个月他们成功地把产品卖到了美国和欧洲。

4. 球场qiúchǎng (n.): a place where ball games are played, (soccer) field
5. 球迷 qūmí (n.): sports fans
   例句：从小到大，他都是红袜队(RED Sox)的球迷。

6. 拥抱 yōngbào (n./v.): to hug
   例句一：每天去工作以后，都会和妻子一个大大的拥抱。
   例句二：在中国，人们第一次见面时习惯握手，而不是拥抱对方。

7. 脱 tuo (v.): to take off
   例句一：回到家以后，他把鞋脱了下来，放在了门口。
   例句二：你把脱下来的衣服放在洗衣机里了吗？

8. 梦想 mèngxiang (n.): dream
   例句一：我的梦想是当一名飞行员。
   例句二：1963年8月28日，马丁·路德·金在华盛顿发表了《我有一个梦想》的演讲。

9. 撞 zuàng (v.): to collide, to bump into
   例句一：他和汽车撞了，现在就被送到了医院。
   例句二：他撞到了桌子，把花瓶打破了。

10. 牌 pí (n.): plate, board, card
    例句一：高速公路的可口可乐广告牌(board)引起了他的注意。
    例句二：比赛中，他踢伤了对方的球员，他收到了一张黄牌(card)。

11. 受伤 shòushāng: to be injured
    例句一：在这次交通事故中，共有3人受伤，其中一人重伤。
    例句二：打篮球时球有时候有点儿危险，如果不穿特殊的运动鞋，运动员很容易受伤。

12. 实现 shíxiàn (v.): to realize, to achieve
    例句一：虽然他的想法很好，可我认为很难实现。
    例句二：为了实现自己的梦想，他每天都努力。

补充词汇 Supplementary Vocabulary:
1. 与众不同 yǒuzhòng bàoqíng (idiom): to stand out from the masses
2. 胜利 shènglì (n./v.): victory, to win
3. 半决赛 bànjiàì (n.): semifinal, top four
4. 表达 zhìxiè (v.): expression of gratitude
5. 披露 pīlù (v.): to expose, to show
6. 印 yìn (v.): to print
7. 之 zhī:
   1) indicates that the previous word has possession of the next one
   2) indicates that the previous word modifies the next one
8. 意外 yìwài (n./adj): unexpected, accident, mishap, unforeseen
9. 高大 gāodà (v.): to be away, die
10. 丧事 sāngshì (adj): sorrow, grieved
11. 万分 wànfēn (adv): extremely
12. 消沉 xiāochén (adj): depressed, downhearted, low-spirited
13. 负 fù (v.): to carry, to bear, to shoulder

词汇建构 Word/Phrase Composition:
1. 球迷 (n.)
   球：球员，球队，球赛，球场，球鞋，球帽
   运：运动，运球，运球

2. 牌 (n.)
   牌子，名次，挂号牌
   金牌(gold牌)，银牌(silver)牌，铜牌(bronze)牌
   银牌，红牌
4. 印 (v.)
复印，复印机，打印，打印机

5. 成功 (adv.)
成功地+完成/解决/实现

语法结构 Sentence Structures:

1. 当...时，......
   原句：当比赛结束时，苏巴西奇一边向球场上的球迷致谢，一边跟自己的队友拥抱庆祝。
   例句：当别人还在庆祝胜利时，他却已经为下次比赛做准备。

2. 不但 + 不/没...，反而......
   原句：他不但没有消沉，反而决定帮好友去实现梦想。
   例句一：我帮了她，她不但不高兴，反而生气了。
   例句二：吃了药以后，她不但没好，反而病得更重了。

3. 用 / 以 ... 方式/方法/办法/手段 + vp....
   原句：苏巴西奇穿着印有好友的 T 恤，用这样特别的方式，把好友带到了世界杯决赛的赛场。
   例句一：大家以合作的方式，成功地完成了任务。
   例句二：郎平用训练中国女排的方式训练美国球员。
Unit Overview

- Your best Chinese friend and you are talking about the 2018 World Cup Finals. You support Croatia, because of the reputation and spirit of the team. The players exemplify such qualities as loyalty, perseverance, and iron will. Your friend, on the other hand, is in favor of the French team. As a “real” fan of soccer, he insists that the French team is more skillful. When he watches the World Cup games, he focuses on the professional techniques and strategies of each team. He says that “fake” soccer fans focus instead on the “drama” or “stories” of the players.

- You both insist on your own views, and cannot convince each other. Therefore, you decide to read a few Chinese articles on the topic and to discuss with a few friends to learn their viewpoints and personal experiences. In the end, you integrate what you have found out into an in-depth report on the topic.
Targeted Students

- College Students
- Non-heritage Learners
- Speaking: Intermediate-high (IH)
- Reading: IM (精读、评估)/IH (平行拓展)
Can-do Statements
Based on National Standards

Communication:

- I can identify the **main idea**, key information and **some supporting details** in various time frames about sports and its impact on **personal relationships**, **intercultural connections** and **international diplomacy**.

- I can describe my **favorite sports** and **personal reasons** in paragraphs with some detail.

- I can exchange information in conversations and some discussions related to the interplay of **sport and people/cultures/international diplomacy**, after my research, using connected sentences.

- I can write in an organized manner and incorporate **some stories and personal experiences** as supporting details, using a few short paragraphs.
Can-do Statements
Based on National Standards

Cultures:
- In my own and other cultures, I can identify and compare different products and practices related to sports.
- I can recognize how culture(s) shape people’s experiences and views about sports.
- I can locate and describe the impact of sports on personal relationships, intercultural connections and international diplomacy from different cultural perspectives and perceptions.

Comparisons:
- I can compare and contrast, analyze, synthesize, interpret and forecast different behavioral practices regarding sports.
Can-do Statements Based on National Standards

Communities:
- I can recognize how sports connect and shape communities and cultures around the world, especially via digital media.

Connections:
- I can resort to my personal experiences and background knowledge in geography, political science, psychology and religious studies to critically evaluate the information and diverse perspectives on sports.
Apply the 5E to the Unit Design

1. Engage
   - Engage students with a creative context
   - Activate background/cultural knowledge

2. Explore
   - Contextualized vocab. & grammar instruction
   - Develop accurate and fluent decoding of sentences

3. Explain
   - Increase in-depth decoding & interpreting of the text
   - Apply the acquired skills to real-life scenarios

4. Elaborate
   - Transfer application to a parallel reading

5. Evaluate
   - Integrated Performance Assessment
Objectives of Phase 3

Students will be able to:

1. To develop an **in-depth understanding** of the main text including **analyzing** text structure, **identifying the key idea of each paragraph**, and **determining the relationships among the paragraphs**.

2. **Make logical inferences** through purpose-driven reading and guided activities.

3. To identify the development of the story and **summarize** the story with three sentences.

4. To use the target vocabulary and sentence structures to **describe** their own experiences about sports and the impact on personal relations.
Pre-reading

阅读前: 暖身
阅读前: 暖身
Pre-reading Warm-up [Pair Work]

选一个题目，然后和你的朋友讨论:

1. 美国人喜欢看世界杯吗？为什么？
2. 如果你喜欢足球，你最爱的球员或球队是哪个？
   如果你不看足球，你最爱的运动员是谁？
3. 如果今天有世界杯的决赛，你会不上课去看球吗？为什么？
苏巴西奇是谁？跟梅西、C罗、内马尔相比，这个名字你可能很陌生，但如果你看过2018年世界杯上克罗地亚对丹麦的比赛，你就会明白，为什么这个名字与众不同。可以说，是他帮助克罗地亚赢得了胜利，成功地把克罗地亚送入了世界杯四强。当比赛结束时，苏巴西奇一边向球场上的球迷致谢，一边跟自己的队友拥抱庆祝。他脱下球衣，露出一件白色T恤，上面印着一位球员的照片和“Forever 24”。
苏巴西奇是谁？跟梅西、C罗、内马尔相比，这个名字你可能很陌生，但如果你看过2018年世界杯上克罗地亚对丹麦的比赛，你就会明白，为什么这个名字与众不同。可以说，是他帮助克罗地亚赢得了胜利，成功地把克罗地亚送入了世界杯四强。当比赛结束时，苏巴西奇一边向球场上的球迷致谢，一边跟自己的队友拥抱庆祝。他脱下球衣，露出一件白色T恤，上面印着一位球员的照片和“Forever 24”。

朗读课文练习(2)
Reading Aloud Practice
苏巴西奇是谁？跟梅西、C罗、内马尔相比，这个名字你可能很陌生，但如果你看过2018年世界杯上克罗地亚对丹麦的比赛，你就会明白，为什么这个名字与众不同。可以说，是他帮助克罗地亚赢得了胜利，成功地把克罗地亚送入了世界杯四强。当比赛结束后，苏巴西奇一边向球场上的球迷致谢，一边跟自己的队友拥抱庆祝。他脱下球衣，露出一件白色T恤，上面印着一位球员照片和“Forever 24”。

朗读课文练习(3)

Reading Aloud Practice
苏巴西奇是谁？跟梅西、C罗、内马尔相比，这个名字你可能很陌生，但如果你看过2018年世界杯上克罗地亚对丹麦的比赛，你就会明白，为什么这个名字与众不同。可以说，是他帮助克罗地亚赢得了胜利，成功地把克罗地亚送入了世界杯四强。比赛结束时，苏巴西奇一边向球场上的球迷致谢，一边跟自己的队友拥抱庆祝。他脱下球衣，露出一件白色T恤，上面印着一位球员的照片和“Forever 24”。
苏巴西奇是谁？跟梅西、C罗、内马尔相比，这个名字你可能很陌生，但如果你看过2018年世界杯上克罗地亚对丹麦的比赛，你就会明白，为什么这个名字与众不同。可以说，是他帮助克罗地亚赢得了胜利，成功地把克罗地亚送入了世界杯四强。当比赛结束，苏巴西奇一边向球场上的球迷致谢，一边跟自己的队友拥抱庆祝。他脱下球衣，露出一件白色T恤，上面印着一位球员的照片和“Forever 24”。

朗读课文练习(5)

Reading Aloud Practice
During-reading

阅读中

第一段: 扫读关键词 → 猜词 → 细读 → 总结和推测
第二段: 扫读关键词 → 略读大意 → 对比 → 推论
第三段: 图表 (梳理主要内容及情感变化)
第四段: 扫读关键词 → 猜词 → 细读
结论: 推论 → 图表 → 图表 + 事件/情感
1. 请找出第一段里的人名和地名。
2. 请找到“与众不同”这个词。

苏巴西奇1是谁？跟梅西2、C罗3、内马尔4相比，这个名字你可能很陌生，但如果你看过2018年世界杯上克罗地亚5对丹麦6的比赛，你就会明白，为什么这个名字与众不同。可以说，是他帮助克罗地亚赢得了胜利，成功地把克罗地亚送入了世界杯四强。
1. 请找出第一段里的人名和地名。
2. 请找到“与众不同”这个词。

苏巴西奇1是谁？跟梅西2、C罗3、内马尔4相比，这个名字你可能很陌生，但如果你看过2018年世界杯上克罗地亚5对丹麦6的比赛，你就会明白，为什么这个名字与众不同。可以说，是他帮助克罗地亚赢得了胜利，成功地把克罗地亚送入了世界杯四强。
第⼀段: 猜词
Paragraph #1: Contextual Vocab Learning

2. 你觉得“与众不同”是什么意思?
   A. 和他不是同学
   B. 很多人不同意
   C. 跟很多人不一样
Paragraph #1: Zoom in for Answers

1. 苏巴西奇以前是有名的球员吗？你怎么知道？
2. 为什么他与众不同？
3. 赢球就让他与众不同吗？
第一段: 总结和推测
Paragraph #1: Summarize and Make Predictions [Pair work]

1. 第一段最重要的一句话是什么？

2. 你觉得第二段要告诉你什么？

为什么苏巴西奇这个名字与众不同?
1. Please underline all the **verbs** in paragraph 2.

   当比赛结束时，苏巴西奇一边向球场上的球迷致谢，一边跟自己的队友拥抱庆祝。他脱下球衣，露出一件白色T恤，上面印着一位球员的照片和“Forever 24”。“
Paragraph #2: Scan for Keywords

1. Please underline all the verbs in paragraph 2.

当比赛结束时，苏巴西奇一边向球场上的球迷致谢，一边跟自己的队友拥抱庆祝。他脱下球衣，露出一件白色T恤，上面印着一位球员的照片和“Forever 24”。
Paragraph #2: Skim for key information

2. 回答下面的问题：

1) 谁： ______________________
2) 什么时候： ______________________
3) 在哪儿： ______________________
4) 做了什么： ______________________
   ______________________
第二段: 略读大意

Paragraph #2: Skim for key information

2. 回答下面的问题:

1) 谁: 苏巴西奇
2) 什么时候: 当比赛结束时
3) 在哪儿: 球场
4) 做了什么: 向球迷致谢
   与队友拥抱庆祝
   脱下球衣
   露出一件白色T恤

http://www.uu366.com/showinfo-5-170242-0.html
Paragraph #2: Compare and Contrast [Pair Work]

3. 和你的朋友讨论：苏巴西奇怎么与众不同?

别的球员
- 拥抱
- 庆祝
- 向…致谢

苏巴西奇
- 脱下球衣
- 露出白色T恤
- T恤上印着照片
- T恤上印着永远24
Paragraph #2: Make Inferences

4. What questions do you have about 苏巴西奇 when you finish reading paragraph 1&2?
   1) 照片上的人是谁?
   2) 为什么T恤上有“永远24”?
   3) 为什么苏巴西奇穿这件T恤?
   4) 为什么他比赛结束的时候露出这件T恤?
Paragraph #3: Graphic Organizer  [Pair Work]

1. Circle signal words in paragraph 3.
2. Fill out the timeline graphic organizer.

<table>
<thead>
<tr>
<th>Signal Words</th>
<th>Character /Person</th>
<th>Story Development / Event</th>
<th>Emotional Impact on 苏巴西奇</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time 1</td>
<td>原来</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>曾经</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>可没想到的是</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>在一次比赛中</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>五天后</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Paragraph #3: Graphic Organizer  [Pair Work]

1. Circle signal words in paragraph 3.
2. Fill out the timeline graphic organizer.

<table>
<thead>
<tr>
<th>Signal Words</th>
<th>Character /Person</th>
<th>Story Development / Event</th>
<th>Emotional Impact on 苏巴西奇</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time 1</td>
<td>原来</td>
<td>苏 &amp; 库</td>
<td>是好朋友</td>
</tr>
<tr>
<td></td>
<td>曾经</td>
<td>苏 &amp; 库</td>
<td>同一队踢球，赢球是共同的梦想</td>
</tr>
<tr>
<td>Time 2</td>
<td>可没想到的是</td>
<td>苏 &amp; 库</td>
<td>足球之路很早结束</td>
</tr>
<tr>
<td></td>
<td>在一次比赛中</td>
<td>苏 &amp; 库</td>
<td>意外撞到了广告牌，头受了重伤</td>
</tr>
<tr>
<td>Time 3</td>
<td>五天后</td>
<td>苏</td>
<td>五天后离世</td>
</tr>
</tbody>
</table>
Paragraph #4: Scan for Keywords

1. Please circle the words that relate to 苏巴西奇’s emotions.

好友的突然离去，让苏巴希奇悲痛万分。然而，他不但没有消沉，反而决定帮好友去实现梦想。十年过去了，苏巴西奇穿着印有好友的T恤，用这样特别的方式，把好友带到了世界杯决赛的赛场。
Paragraph #4: Guess the meaning of the new words

2. Dissect the characters 悲 and 痛, then identify the radicals that indicate the characters’ meaning.

悲 (bēi) = _____ + _____

痛 (tòng) = _____ + _____
第四段: 细读
Paragraph #4: Zoom in for Answers

1. 朋友离世后，苏巴西奇消沉了吗？你怎么知道？
   不但没有消沉，反而决定帮好友去实现梦想。

2. 他是怎么帮朋友实现梦想的？用了多长时间？
   用这样特别的方式 → 十年过去了 ➔ 用了十年

3. 你怎么看苏巴西奇用的方式？
   温暖 暖心 感动 (gǎndòng; touching, to touch)
结论：推论

Conclusion: Making Inferences

1. 请大声念课文的最后两句：
   你的真情，我一生不忘
   你的梦想，我负重前行

2. 你觉得“真情”是什么？为什么“不忘”？
   你觉得“梦想”是什么？为什么“负重”？
Conclusion: Graphic Organizer

1. Draw a graph to show the development of 歐巴西奇的“真情”和“梦想”.

[Diagram showing a graph with years on the x-axis (2008, "....", ..., 2018) and values on the y-axis (1, 10), with lines representing "真情" and "梦想".]
Conclusion: Graphic Organizer

1. Draw a graph to show the development of Su's "true feeling" and "dream".
2. Can you find places for the words below on to your graph?

受伤、离世、担心、兴奋
实现、梦想、悲痛、努力

Conclusion: Graphic Organizer (Events + Emotional Changes)
Conclusion: Graphic Organizer

2. Can you put the key words below on to the graph?
Post-reading

阅读后

文章结构：总结段落大意  分析段落关系
实际交际任务：讲故事  用图表梳理逻辑思维
功课：写作 + 为下一阶段的活动做铺垫
Recap: Text Structure

1. Summarize each paragraph’s main idea into one sentence and enter the information into the graphic organizer

第一段：苏巴西奇...
第二段：...
第三段：...
第四段：...
1. Summarize each paragraph’s main idea into one sentence and enter the information into the graphic organizer.

第一段：苏巴西奇为什么与众不同？
第二段：比赛结束后露出一件有照片的T恤
第三段：有共同梦想的好友在2008年意外离世
第四段：带着好友的梦想，进入世界杯决赛

段和段之间的关系
Recap: Text Structure

1. Summarize the main idea of each paragraph into one sentence and enter the information into the graphic organizer.

第一段：苏巴西奇为什么与众不同？

第二段：比赛结束后露出一件有照片的T恤

第三段：有共同梦想的好友在2008年意外离世

第四段：带着好友的梦想，进入世界杯决赛

段和段之间的关系

Explain

Explain

Problem/solution
Real Life Task: Storytelling (Interpersonal)

Prepare a story that you've experienced/watched about sports. Here are some suggested topics for your reference (the topics can be mixed).

- 梦想实现了吗?
- 最难忘的时候……
- 感人的时候……

Pick 2-3 words below to describe how you feel.

高兴、感动、爱、兴奋、紧张、梦想、真情
着急、担心、害怕、生气、难过、悲痛
Real Life Task: Storytelling (Interpersonal)

Step 2: Storytelling (15 分钟)

1. 3 students form a group.
2. Share your story with your group members.
3. While listening to each other, each student prepares a 3-2-1 summary: 3 sentences summarizing the story you hear; 2 words that describe emotions or personal feelings from the story; one question you would like to ask the presenter.
4. Group discusses their 3-2-1 summaries.
Homework

Part One: Composition (150-200字)
• Continue working on your story and focus on the development of emotion.
• Design your own graphic organizer to help you organize your story.

Part Two: Research online
• What sports are popular in South Korea and North Korea?
• Briefly understand the history of the Korean War.
  https://www.history.com/topics/korean-war?
  https://www.youtube.com/watch?v=yLr8FIMPzPc
Rationale behind the Instructional Design with a Focus on Reading Skills

设计理念: 关注学生的阅读能力

Pre- & During Reading

- 阅读前: 暖身 (讨论 & 朗读)
- 第一段: 扫读关键词 ➔ 猜词 ➔ 细读 ➔ 总结和推测
- 第二段: 扫读关键词 ➔ 略读大意 ➔ 对比 ➔ 推论
- 第三段: 图表 (梳理主要内容及情感变化)
- 第四段: 扫读关键词 ➔ 猜词 ➔ 细读
- 结论: 推论 ➔ 图表 ➔ 图表 + 事件/情感

Post reading

- 文章结构: 总结段落大意 ➔ 分析段落关系
- 实际交际任务: 讲故事 ➔ 用图表梳理逻辑思维
- 功课: 写作 + 为下一阶段的活动做铺垫

3. Explain
- Increase in-depth decoding & interpreting of the text 深度解析文本
- Apply the acquired skills to real-life scenarios 实用交际任务
Pre- & During Reading

- Warm-up discussion & reading aloud
- Paragraph 1: Scanning for key words → Infer vocab meaning from syntactic structures → Check for comprehension → Summarize and predict
- Paragraph 2: Scanning for key words → Skim for main ideas → Compare & Contrast → Make inferences
- Paragraph 3: Identify signal words → Use graphic organizer to track the development of the story and the emotional changes
- Paragraph 4: Reading comprehension check
- Conclusion: Reading between lines and make inferences from the context → Graphic organizers

Post reading

- Article organization: Summarize the main idea of each paragraph → Analyze the relationships among paragraphs
- Communication Tasks: Storytelling
- Homework: Composition
Focus on Reading Skills
设计理念的复盘

- Guided Reading Process through Explicit Teaching
  - Pre-reading
  - During-reading
  - Post-reading
Apply the 5E to the Unit Design

1. Engage
   - Engage students with a creative context
   - Activate background/cultural knowledge

2. Explore
   - Contextualized vocab. & grammar instruction
   - Develop accurate and fluent decoding of sentences

3. Explain
   - Increase in-depth decoding & interpreting of the text
   - Apply the acquired skills to real-life scenarios

4. Elaborate
   - Transfer application to a parallel reading

5. Evaluate
   - Integrated Performance Assessment

- Input
  - 语言输入

- Input-Interaction
  - 互动交流

- Interaction-Intake
  - 内化吸收

- Intake-Output
  - 语言输出

- Output-Assessment
  - 考核评估
2018 ReadOn STARTALK: College of the Holy Cross

2018和理大学星谈项目

Ke Peng 彭珂
Western Kentucky University 西肯塔基大学

College Team 大学组

刘金  |  孙鸿运  |  洪琳  |  刘宣吟  |  彭珂
CA    |   MA     |   Or   |    ND   |    KY
Find links to the research and sample modules for K-5, 6-8, 9-12, and 13+ at


- Or search for
  - “Chinese Literacy College of the Holy Cross”
  - Or “Read-On Chinese”
Read-On Teacher Program: Products

Our participants can develop students’ reading skills by designing:

1. a standards-based reading curriculum with specific objectives
2. performance assessment
3. teaching materials
4. classroom activities
Chinese Literacy: Developing Text Literacy in CFL Learners

Read On: Training Modules for Literacy in Chinese

Program Description

In our Read-On STARTALK program, K-16 teachers of Chinese tackle the issue of character and text literacy development among learners of Chinese as a foreign language (CFL). For 10 days, participants gather at the
Participants Survey: 2012-2018

- The results demonstrate that our participants transfer their learnings in Read-On Program to classroom applications.
Participants Survey: 2012-2018 (by 10/19/2018)

1. Which level do you teach? (Select all that apply.)

47 responses

- College: 12 (25.5%)
- High School: 22 (46.8%)
- Middle School: 12 (25.5%)
- Immersion (Middle School): 4 (8.5%)
- Immersion (Elementary School): 6 (12.8%)
Participants Survey: 2012-2018

2. Which year did you participate in the Read-On Startalk program? (Select all that apply.)

47 responses

- 2012: 5 (10.6%)
- 2013: 9 (19.1%)
- 2014: 9 (19.1%)
- 2015: 8 (17%)
- 2016: 8 (17%)
- 2017: 14 (29.8%)
- 2018: 15 (31.9%)
3. Have you used what you learned from the Read-On program to design lesson plans so as to develop students’ reading skills?

47 responses

- Yes (→ Please answer Q4-6 below.)
- No (→ Please answer Q7 below.)

91.5% Yes
8.5% No
Participants Survey: 2012-2018

4. How much of what you learned in Read-On did you incorporate in your own approach to literacy instruction?

47 responses

A little

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>A lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 (6.4%) 7 (14.9%) 10 (21.3%) 10 (21.3%) 17 (36.2%)
5. Explain one thing you changed in your teaching approach.

- I design multiple exercises for students to identify meaning, sound and recurrent components in characters.
- I incorporate reading aloud on a regular basis.
- I know how to control the number of new words within a new text.
- I am better in asking open questions that promote high-level thinking.
- I design word-segmentation exercises, guided students to notice the keywords in a paragraph, and developed some extensive readings.
- I guide students to use reading strategies such as skimming and scanning to find the keywords/main ideas of a passage.
- I am able to modify authentic articles for students at different levels of proficiency.
- Before, I was afraid of using authentic materials, but I know how to use authentic reading materials and guide them to comprehend the main idea.
6. Compare student learning with your old approach and your new approach.

- First year students have a more solid foundation of character knowledge.
- Students have consciously integrated text types and cohesive devices to help build their own essays.
- Students are more interested and motivated in reading authentic materials with my scaffolding reading activities.
- The graphic organizers really help students understand the passage/topic.
- The new approach gives students opportunities to develop critical thinking ability.
謝謝！