Reconciling CCSS in Chinese Immersion with Balanced Literacy

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@ACTFL, Boston MA, Nov. 18, 2016
Balanced Literacy Model
Today’s Takeaway

- Understand and implement strategies of Balanced Literacy approach into daily instruction;
- Select appropriate materials to support core content knowledge development to meet common core standards in Chinese Immersion classrooms;
- Understand how to assess student reading progress and evaluate the effectiveness of the approach.
What is Balanced Literacy?

Balanced Literacy is a program that help students to read and write effectively. It is characterized by approximately seven components: instructional read aloud, shared reading, phonics/word Study, interactive writing, small group Instruction (guided reading, strategy lessons, and interventions), writing workshop and reading workshop.
“平衡读写”是什么？

• BL一个促进学生读写能力的学习项目
• BL 希望证明一些理论（全语文教学 字母拼读法）提出的“所有儿童可以学习阅读与写作”
• 教师针对学生的个人的读写能力而施教
“平衡读写”的目标

- 促进学生阅读与写作
- 给学生展示出读写教养的重要性
- 鼓励学生培养对阅读的热爱
平衡读写的组成部分

- 阅读工作坊/小读者工作坊
- 写作工作坊/小作家工作坊
- 小组教学（指导阅读、策略微课、介入教学）
- 指导朗读（包含学生讨论）
- 字词学习
- 分享阅读
- 分享写作
**Reading**
- Read Aloud
- Shared Reading
- Guided Reading
- Independent Reading

**Writing**
- Modeled/Shared Writing
- Interactive Writing
- Guided Writing
- Independent Writing

**Word Study**

I Do → We Do → You Do
Core Characteristics of BLA

Assessment based planning!
Assessment based planning is at the core of this model. The characteristics of BLA are the explicit skill instruction and the use of authentic texts during reading/writing workshop. Through the implementation of a comprehensive literacy program, teachers gradually release of control, and the responsibility shifted from teacher to students.
The Gradual Release Model

TEACHER RESPONSIBILITY

FOCUS LESSON
Modeled Instruction

Shared Instruction

Guided Practice

COLLABORATIVE

INDEPENDENT

STUDENT RESPONSIBILITY

I do it (you watch)

We do it (together)

You do it (I watch/guide)

You do it alone (Reflect)

Figure 1: The Gradual Release Model
Teaching & Learning Cycle

1. Assess
2. Teach
3. Analyze data and student work
4. Adapt teaching & re-assess
5. Reflect
6. Plan from standards
Components of Balanced Literacy

- Shared Reading (K-3, 30-45 minutes)
- Instructional Read Aloud (All grades, 20 minutes max!)
- Guided Reading/Strategy Groups (K-3, 4&up)
- Reader Workshop (Modeled Reading, Independent Reading, Teacher conference) (60 minutes)
- Word Study (15-20 minutes)

*(3+ grade Inquiry Circles; Literature Circle/Book Clubs)*
• Writer’s Workshop (LHQ::Shared Writing)  
  60 minutes

• Interactive Writing/Editing (30-45 minutes)

• Guided Writing (K-1, 2-3, 4&up)

• Independent Writing (takes place in LHQ)

• Word Study (15-20 minutes)

** MLA instruction should include explicit grammatical instruction **
Menus of Ideas: the teacher provides students with a menu of literacy activities from which to choose. These activities may include independent reading, response journals, writing folders, writer’s notebooks, art response, technology activities related to their reading needs or an open-ended literacy task.
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<th>金星</th>
<th>火星</th>
<th>土星</th>
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<td>活动1</td>
<td>在线阅读 iChineseReader</td>
<td>读书笔记</td>
<td>汉字、句子练习</td>
<td>指导阅读</td>
<td>阅读周周练</td>
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<td>阅读周周练</td>
<td>在线阅读 iChineseReader</td>
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<td>阅读周周练</td>
<td>在线阅读 iChineseReader</td>
<td>读书笔记</td>
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<td>指导阅读</td>
<td>阅读周周练</td>
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Management System

- Literacy Center Organization Chart: outlines how heterogeneous groups of students move during learning center time. As groups of students move through the center, the teacher provides explicit instruction within a guided reading or writing homogenous group.
Group Management: as the teachers pulls small groups of students for guided reading or guided writing, half of remaining students remain at their desks/tables working on independent, meaningful, productive literacy activities and half go to differentiated and meaningful literacy centers which are related to the instruction taking place in the classroom.
Setting up a BL Classroom

- The teacher designs a classroom environment that offers opportunities and space for whole class, small group and independent work. The classroom supports students at their instructional level, includes activities that allow them to take risks, and provides time for the teacher to observe and encourage students during learning.
Take out the blank sheet of paper, draw your current classroom layout and label the areas.

(reading area, book boxes, writing center, word study center, projector, computer center, reading center, project/theme center)
Key Features

- Small group instruction area
- Large group instruction area
- Collaborative groups
- Literature Circles
- Differentiated literacy centers or work stations
- Print rich environment (e.g., active word walls, classroom library, big books, leveled readers, collections of student work)
BLA Showcase

- Word Study (汉字学习法)
- Chinese Reading Running Record (ICR 汉语阅读能力记录)
- Guided Reading (指导阅读)
- Reading Materials Differentiation (阅读材料的区分整理)
- Writing Sample (写作样本)
学习字词的一些常见方法
(一) 奇特联想法
(二) 利用用“形声字构字规律”
(三) 字理学字法
(四) 会意学字法
(五) 拆字学字法
(六) 笔画换位
(七) 添笔画
(八) 减笔画
(九) 添部件
(十) 减部件
(十一) 部件换位
(十二) 谜语
(十三) 找规律
(十四) 讲故事
English: fly
Spanish: volar
German: fliegen,
Arabic: يطير
飞
Reading Running Record

Alphakids Assessment Kit Teacher’s Guide (Canada)

• are taken to guide teaching
• are taken to match readers to appropriate texts
• are taken to document growth overtime
• are taken to note strategies used
• are taken to group and regroup children for instruction
Guided Reading
指导阅读的定义

指导阅读顾名思义，在教师的指导下练习阅读。指导阅读帮助每一个学生建立理解逐具挑战性文本的能力以及他们的阅读的流利程度。教师将学生分到相同阅读程度的小组，针对各组的阅读能力进行指导。在教学过程当中，教师会筛选特定的文本，然后提出直接易懂的指示帮助学生扩张他们的阅读处理系统。小组内的学生单独朗读或默读该文本，教师则在旁观察、指导、提示以及监测各学生的表现。最后，教师对学生所阅读的文本提出不同程度的问题，以此来检测学生对该篇文章的阅读理解。
教师在指导阅读中的角色

- 明确说明阅读技巧的主要性质以及用途，包括如何促进学生养成良好的阅读习惯、成为优秀的读者
- 正确示范一个熟练的读者如何运用阅读技巧
- 清晰说明何时何样运用该阅读技巧
- 当学生练习运用阅读技巧来阅读文本时，教师作出适当的指导和支持
- 当指导阅读结束时，总结该阅读技巧的重要性，以及如何帮助学生成为成功地读者
Differentiated Reading Materials

• 《加州起源的传说》
• 《美洲的印第安人》
Writing Sample

- Writing program: Learning Head Quarters (San Diego)

- Writing Process:

- 《欧吉维的印第安人》
四年级说明文写作任务

加利福尼亚传教区的过去和现在
聖地牙哥傳教區

聖地牙哥傳教區是西班牙人建立的第一個傳教區。傳教士來到這裡時，這裡是一個荒野，緊靠著美麗的山丘。他們築起第一座房子，開始了傳教士的生活。

傳教士在這裡建立了第一個學校，並且開始教授當地人如何種植莊園。這裡很快就成為了西班牙文化的重要中心。

當地的原住民也開始學習到新的技術，並且開始接受教育。這時，聖地牙哥傳教區開始了它們最重要的任務——傳教。

傳教士們在這裡建立了更多的學校，並且開始教授當地人如何種植莊園。這裡很快就成為了西班牙文化的重要中心。

聖地牙哥傳教區今天仍然是美孚的重要地方，是一個教育、文化、宗教和歷史的中心。這裡是一個美麗的地方，值得我們去探索、去發現。
小结

- Literacy strategies meet the goals set forth by states’ learning standards.

- Using various strategies collectively, it enables students to develop core content knowledge and improve their Chinese literacy skills more effectively and comprehensively.
“书籍便是这种改造灵魂的工具。人类所需要的，是富有启发性的养料。而阅读，则正是这种养料。”

- 维克多·雨果
Your Feedback is Important

- http://tinyurl.com
- https://goo.gl/g4cW1W
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415-758-1112
谢谢！