DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
CURRICULUM MAP – NOVICE 1

MANDARIN MATRIX™
mandarin that clicks

Week (5 Days)	Week 1	Week 2	Week 3
Unit	Review	Review	Review
Title	Foundation Units 1–3	Foundation Units 4–6	Foundation Units 7–10
Supplementary Books	–	–	–
Workbook Page number	Kindergarten Units 1–3	Kindergarten Units 4–6	Kindergarten Units 7–10
Key Characters	1–10, 坐下, 不, 在, 里	山, 水, 火, 人, 马, 牛, 羊, 鸟, 虫, 男, 女, 雨, 土	男, 女, 雨, 土, 今, 是, 明, 昨, 走, 去, 来, 田, 星期, 几, 年, 快
Oral Language	Classroom procedures, community building, self identity. Picture walk oral vocabulary from review books.	Spend time setting expectations for and practicing reading procedures for whole group, small group, and partners. Picture walk oral vocabulary from review books.	Introduction oneself. Picture walk oral vocabulary from review books.
Grammar Patterns & Language Features	View Foundation Curriculum Map for grammar patterns learned in Foundation units 1–3	View Foundation Curriculum Map for grammar patterns learned in Foundation units 4–6	View Foundation Curriculum Map for grammar patterns learned in Foundation units 7–10
Suggested Common Core Language Arts Standard The performance indicators and standards provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.			
Suggested Common Core Language Arts Standards Please go to the final page of the curriculum map or click on the Common Core Language Arts Standards codes for standard descriptions in English.	CCSS.ELA-LITERACY.RI.1.1	CCSS.ELA-LITERACY.RI.1.6	CCSS.ELA-LITERACY.RI.1.9
	就文本主要内容进行问答。	区分文本中图片或其他插图提供的信息和文字提供的信息。	识别同一主题的两个文本之间的基本相似和不同之处（例如，插图、描述或程序）。
Suggested ACTFL Can Do Statements The ACTFL performance indicators and Can-Do statements provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.			
Novice ACTFL Can Do: Interpretive (Reading/Listening)	[Novice low] I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	[Novice low] I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	[Novice low] I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.
Novice ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	[Novice low] I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	[Novice low] I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	[Novice low] I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.
Novice ACTFL Can Do: Presentational (Speaking/Writing)	[Novice low] I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	[Novice low] I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	[Novice low] I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS

CURRICULUM MAP – NOVICE 1

MANDARIN MATRIX™
mandarin that clicks

Week (5 Days)	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit	Unit 1: 1	Unit 1: 2	Unit 1: 3	Unit 2: 1	Unit 2: 2	Unit 2: 3
Title	我们可不可以坐下? Can We Sit Down?	上楼梯 Going up stairs	玩滑梯 Playing on the Slide	我的小马在哪里? Where's my little horse	我们可以坐哪里? Where can we sit	你的朋友在哪里 Where is your friend
Supplementary Books	Theme-based Readers Orange #03	Theme-based Readers Purple #34	Theme-based Readers Orange #21	Theme-based Readers Orange #22	Theme-based Readers Blue #15	Theme-based Readers Green #29
Workbook Page number	N1 Unit 1			N1 Unit 2		
Key Characters	我, 你, 好, 们, 可, 以			朋, 友, 的, 哪, 这, 吗		
Oral Language	看书, 在做什么？, 跟我们一样, 故事, 加, 一开始有……现在有	朋友来, 在想什么, 怎么样, 楼梯	等, 一个一个去, 对不对？这样, 不让, 小, 大	我的, 这不是, 房子, 家人, 问, 不知道, 玩具	吃午餐, 位子, 朋友们, 让, 说, 在一起	外面, 在一起
Grammar Patterns & Language Features	Past tense……来了; permission 可不可以	好好…… as adverb, usage of 啊	可不可以, direction of movement 上来,下去	Ownership: 我的, 你的, 不是我的	Concept of not being able to complete a verb 坐不下	Alone 一个人, using 好 to express "very" as in 好大
Suggested Common Core Language Arts Standard The performance indicators and standards provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.						
Suggested Common Core Language Arts Standards Please go to the final page of the curriculum map or click on the Common Core Language Arts Standards codes for standard descriptions in English.	CCSS.ELA-LITERACY.RI.1.1	CCSS.ELA-LITERACY.RI.1.3	CCSS.ELA-LITERACY.RL.1.2	CCSS.ELA-LITERACY.RI.1.4	CCSS.ELA-LITERACY.RI.1.6	CCSS.ELA-LITERACY.RI.1.2
	就文本主要内容进行问答。	描述文本中两个人、两件事、两种想法或两条信息之间的联系。	复述故事，包括主要内容，并展示对其中心思想或教训的理解。	就相关问题进行问答，以帮助确定和说明文本中使用的单词和短语的含义。	区分文本中图片或其他插图提供的信息和文字提供的信息。	识别文本主题，复述文本主要内容。
Suggested ACTFL Can Do Statements The ACTFL performance indicators and Can-Do statements provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.						
Novice Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.			I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.		
Novice Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.			I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	
Novice Mid ACTFL Can Do: Presentational (Speaking/Writing)			I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.			I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
CURRICULUM MAP – NOVICE 1

MANDARIN MATRIX™
mandarin that clicks

Week (5 Days)	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Unit	Unit 3: 1	Unit 3:2	Unit 3:3	Unit 4:1	Unit 4:2	Unit 4:3
Title	玩水 Playing in the water	男生跟女生是朋友 Boys and Girls Are Friends	水娃娃 Water Friends	我喜欢吃…… I like to Eat...	玩沙 Playing in the Sand	几个大虫? How Many Big Worms
Supplementary Books	Theme-based Readers Blue #20	Theme-based Readers Green #25	Theme-based Readers Blue #28	Theme-based Readers Blue #29	Theme-based Readers Blue #24	Theme-based Readers Orange #15
Workbook Page number	N1 Unit 3			N1 Unit 4		
Key Characters	要, 面, 他, 她, 玩, 跟			喜, 欢, 吃, 很, 什, 么		
Oral Language	要不要, 好不好, accepting an invitation using 好	跳绳, 踢球, 男生, 女生, 一起玩	你好, 我是……, 喝, 用来, 变	喜欢, 很, 什么, 下个星期, 我天天吃	你要不要吃, 一起玩, 恐龙, 沙	我很喜欢, 我不喜欢
Grammar Patterns & Language Features	Understand the usage of affirmative-negative questions e.g. 你要不要跟我们玩水?	Usage of 跟 when expressing "together"	Usage of 在……的上面, 在……的下面	Noun reduplication 天天	Usage of question words 什么, e.g. 玩什么?, 吃什么?	Meaning and usage of 可是
Suggested Common Core Language Arts Standard The performance indicators and standards provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.						
Suggested Common Core Language Arts Standards Please go to the final page of the curriculum map or click on the Common Core Language Arts Standards codes for standard descriptions in English.	CCSS.ELA-LITERACY.RI.1.3	CCSS.ELA-LITERACY.RI.1.3	CCSS.ELA-LITERACY.RL.1.1	CCSS.ELA-LITERACY.RL.1.4	CCSS.ELA-LITERACY.RL.1.3	CCSS.ELA-LITERACY.RL.1.1
	描述文本中两个人、两件事、两种想法或两条信息之间的联系。	描述文本中两个人、两件事、两种想法或两条信息之间的联系。	就文本主要内容进行问答。	识别故事或诗歌中表达感受或唤起感觉的单词和短语。	运用主要内容，描述故事中的角色、背景和主要事件。	就文本主要内容进行问答。
Suggested ACTFL Can Do Statements The ACTFL performance indicators and Can-Do statements provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.						
Novice Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.			I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.		
Novice Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.			I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	
Novice Mid ACTFL Can Do: Presentational (Speaking/Writing)			I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.			I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS

CURRICULUM MAP – NOVICE 1

MANDARIN MATRIX™
mandarin that clicks

Week (5 Days)	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
Unit	Unit 5:1	Unit 5:2	Unit 5:3	Unit 6:1	Unit 6:2	Unit 6:3
Title	生日惊喜 Birthday Surprise	捉迷藏 Hide and Seek	谁跟妹妹看书? Who will read with little sister?	不可以玩雪! No playing with the snow!	雪人 Snowman	老师说…… Teacher Says...
Supplementary Books	Theme-based Readers Green #26	Theme-based Readers Blue #13	Theme-based Readers Blue #16	Theme-based Readers Orange #21	Theme-based Readers Orange #21	Theme-based Readers Green #37
Workbook Page number	N1 Unit 5			N1 Unit 6		
Key Characters	课, 看, 书, 老, 师, 为			有, 没, 外, 因, 雪, 说		
Oral Language	喜欢, 很, 什么, 下个星期, 我天天吃	你要不要吃, 一起玩, 恐龙, 沙	我很喜欢, 我不喜欢	冷, 玩雪, 雪人	大人, 好看, 大衣, 帽子, 围巾	上课, 教室, 同学
Grammar Patterns & Language Features	Meaning and usage of 为什么	Meaning and usage of 了 (e.g. 好了, 来了, 上课了)	Making a request and 对不起 when declining a request (e.g. 对不起，我不可以)	Phrases associated with snow (e.g. 下雪, 大雪, 玩雪, 雪山, 雪人)	Usage of the reduplication of adjectives (e.g. 看！我们的雪人很大很大。)	Meaning and usage of 可以 and 不可以 (e.g. 今天不可以在外面玩，可以在里面玩。)
Suggested Common Core Language Arts Standard The performance indicators and standards provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.						
Suggested Common Core Language Arts Standards Please go to the final page of the curriculum map or click on the Common Core Language Arts Standards codes for standard descriptions in English.	CCSS.ELA-LITERACY.RL.1.2	CCSS.ELA-LITERACY.RL.1.9	CCSS.ELA-LITERACY.RL.1.7	CCSS.ELA-LITERACY.RL.1.6	CCSS.ELA-LITERACY.RI.1.7	CCSS.ELA-LITERACY.RL.1.4
	复述故事，包括主要内容，并展示对其中心思想或教训的理解。	比较和对比故事中人物的奇遇和经历。	运用故事中的插图和内容，描述其中的角色、背景和事件。	识别在文本不同节点里的故事叙述者。	运用文本中的插图和内容来描述其主要观点。	识别故事或诗歌中表达感受或唤起感觉的单词和短语。
Suggested ACTFL Can Do Statements The ACTFL performance indicators and Can-Do statements provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.						
Novice Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.			I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.		
Novice Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.			I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.	
Novice Mid ACTFL Can Do: Presentational (Speaking/Writing)			I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.			I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
CURRICULUM MAP – NOVICE 1

MANDARIN MATRIX™
mandarin that clicks

Week (5 Days)	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
Unit	Unit 7:1	Unit 7:2	Unit 7:3	Unit 8:1	Unit 8:2	Unit 8:3
Title	跟爸爸玩 Playing With Dad	谁的钱包? Whose wallet is this?	探险 Nature Walk	小狗去学校 Dog Goes To School	放学回家 Home From School	老学校 Visiting the Old School
Supplementary Books	Theme-based Readers Purple #14	Theme-based Readers Purple #29	Theme-based Readers Orange #35	Theme-based Readers Purple #09	Theme-based Readers Blue #07	Theme-based Readers Brown #26
Workbook Page number	N1 Unit 7			N1 Unit 8		
Key Characters	给, 妈, 爸, 后, 前, 对			学, 校, 家, 到, 回, 放		
Oral Language	做蛋糕, 玩, 眼睛, 看见, 说话	警察, 对, 不对, 钱包	国家公园, 动物, 兔子	学校, 吃了, 小狗	放学, 校外, 不见了, 家人	老, 一百年, 马车
Grammar Patterns & Language Features	Expression of different locations (e.g. 前面, 后面, 上面, 下面)	Meaning and usage of 对 when expressing right or wrong or when validating something (e.g. 对, 不对, 对不对? 对吗?)	The phrase 看上去	Meaning and usage of "Verb+来+Verb+去" (e.g. 走来走去)	Meaning and usage of 马上 (e.g. 我们马上就要吃好吃的了。)	Reduplication of verbs with 一 placed in the middle to sound more casual (e.g. 走一走, 看一看)

Suggested Common Core Language Arts Standard

The performance indicators and standards provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress.
Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency.
These indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

Suggested Common Core Language Arts Standards Please go to the final page of the curriculum map or click on the Common Core Language Arts Standards codes for standard descriptions in English.	CCSS.ELA-LITERACY.RL.1.2	CCSS.ELA-LITERACY.RL.1.7	CCSS.ELA-LITERACY.RL.1.9	CCSS.ELA-LITERACY.RI.1.2	CCSS.ELA-LITERACY.RL.1.1	CCSS.ELA-LITERACY.RL.1.4
	复述故事，包括主要内容，并展示对其中心思想或教训的理解。	运用故事中的插图和内容，描述其中的角色、背景和事件。	比较和对比故事中人物的奇遇和经历。	识别文本主题，复述文本主要内容。	就文本主要内容进行问答。	识别故事或诗歌中表达感受或唤起感觉的单词和短语。

Suggested ACTFL Can Do Statements

The ACTFL performance indicators and Can-Do statements provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress.
Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency.
They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

Novice Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.			I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.		
Novice Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.			I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.	
Novice Mid ACTFL Can Do: Presentational (Speaking/Writing)			I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.			I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS

CURRICULUM MAP – NOVICE 1

MANDARIN MATRIX™
mandarin that clicks

Week (5 Days)	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33
Unit	Unit 9:1	Unit 9:2	Unit 9:3	Unit 10:1	Unit 10:2	Unit 10:3
Title	钓鱼 Going Fishing	机器人 Robot	谁来帮爸爸 Who Will Help Dad?	父亲节 Father's Day	妈妈不在家的时候 When Mom Is Not Home	快乐的一天 A Happy Day
Supplementary Books	Theme-based Readers Green #28	Theme-based Readers Brown #26	Theme-based Readers Green #14	Theme-based Readers Brown #17	Theme-based Readers Blue #16	Theme-based Readers Orange #18
Workbook Page number	N1 Unit 9			N1 Unit 10		
Key Characters	怎, 谁, 会, 也, 帮, 能, 每			岁, 时, 候, 快, 乐, 高, 兴		
Oral Language	钓鱼, 河流, 帮帮我	明星, 纸箱, 机器人	帮, 洗车, 拿, 书	父亲节, 牛奶, 鸡蛋, 巧克力	不在, 玩游戏, 画画, 我不会	坐不下, 冰淇淋, 镜子
Grammar Patterns & Language Features	The difference in meaning and usage of 会 (e.g. 不会unable to, 学会 to master)	The expression "我们来 + verb" (e.g. 我们来玩……)	Meaning and usage of 一下 to express "briefly" or "a little" (e.g. 你能不能帮我一下？)	The usage of 时候 (e.g. 什么时候 and ……的时候)	The usage of 能, 不能 and 能不能 when expressing the possibility of something happening	The usage of 快乐 when attached to different festivals/ special days (e.g. 生日快乐)

Suggested Common Core Language Arts Standard

The performance indicators and standards provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress.
Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency.
These indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

Suggested Common Core Language Arts Standards Please go to the final page of the curriculum map or click on the Common Core Language Arts Standards codes for standard descriptions in English.	CCSS.ELA-LITERACY.RL.1.4	CCSS.ELA-LITERACY.RL.1.7	CCSS.ELA-LITERACY.RL.1.3	CCSS.ELA-LITERACY.RI.1.2	CCSS.ELA-LITERACY.RI.1.6	CCSS.ELA-LITERACY.RI.1.6
	识别故事或诗歌中表达感受或唤起感觉的单词和短语。	运用故事中的插图和内容，描述其中的角色、背景和事件。	运用主要内容，描述故事中的角色、背景和主要事件。	识别文本主题，复述文本主要内容。	区分文本中图片或其他插图提供的信息和文字提供的信息。	区分文本中图片或其他插图提供的信息和文字提供的信息。

Suggested ACTFL Can Do Statements

The ACTFL performance indicators and Can-Do statements provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress.
Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency.
They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

Novice Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.			I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.		
Novice Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.			I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.	
Novice Mid ACTFL Can Do: Presentational (Speaking/Writing)			I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences			I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS

OVERVIEW OF STANDARDS

MANDARIN MATRIX™
mandarin that clicks

COMMON CORE LANGUAGE ARTS STANDARDS

READING: LITERATURE	
CCSS.ELA-LITERACY.RL.1.1	Ask and answer questions about key details in a text.
CCSS.ELA-LITERACY.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-LITERACY.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCSS.ELA-LITERACY.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS.ELA-LITERACY.RL.1.6	Identify who is telling the story at various points in a text.
CCSS.ELA-LITERACY.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.ELA-LITERACY.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
READING: INFORMATIONAL TEXT	
CCSS.ELA-LITERACY.RI.1.2	Identify the main topic and retell key details of a text.
CCSS.ELA-LITERACY.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.ELA-LITERACY.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCSS.ELA-LITERACY.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCSS.ELA-LITERACY.RI.1.7	Use the illustrations and details in a text to describe its key ideas.

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS

OVERVIEW OF STANDARDS

MANDARIN MATRIX™
mandarin that clicks

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) CAN-DO STATEMENTS

NOVICE: INTERPRETIVE PROFICIENCY BENCHMARK (READING/LISTENING) I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	
Novice Mid: Interpretive Performance Indicators	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.
	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.
	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.
NOVICE: INTERPERSONAL PROFICIENCY BENCHMARK (LISTENING, SPEAKING, READING, WRITING) I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	
Novice Mid: Interpersonal Performance Indicators	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
	I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.
	I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.
NOVICE: PRESENTATIONAL PROFICIENCY BENCHMARK (SPEAKING/WRITING) I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	
Novice Mid: Presentational Performance Indicators	I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.
	I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.
	I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.