# Integrate Reading Standards into School/District Main Curriculum

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5 pm, Oct. 18th 2018, Pacific Time U.S.A

8 pm, Oct. 18th 2018, Eastern Time U.S.A

8 am, Oct. 19th 2018, Beijing Time China









- Demo Lesson Observe & Circle Game
- Why We Need Reading Standards
- Where Are "Reading Standards" From
- How to Unpack the Reading Standards and Get Ready for Mapping the Standards ACROSS the Year Long Curriculum (Note: You will see sample reading curriculum mapping too!)



# Let's Think and Talk

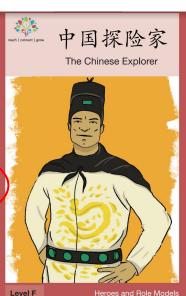
- 1. Tell me who you are, where you are from and why are you here?
- 2. Tell me one sentence of your understanding about reading standard.
- 3. Let's share! (Only for 1 minute)

# Let's Play an "Observe and Circle" Game



- Watch Pearl's Demo Lesson
- Read the checklist statements related with this "reading" instruction
- Circle the checklist statements which are planned out for this demo lesson
- Let's reflect!





# Use this Checklist During Pearl's Demo...

The Chinese Explorer Read Aloud Checklist for Observe and Circle Game
《中国極险会》 阅读著学日标对本来

	《中国孫险家》阅读	以字日怀对鱼表					
Obj ID	Objective	Notes/Teacher Modeling Examples fro the text you plan to teach					
F.L.G.1	能够理解简单形容词的意思 Understand usage of simple adjectives						
F.L.G.2	能够指出代表时间的短语 Identify the many phrases which can be used to represent time						
F.L.G.3	理解"比"的用法: ex.她比我高;这个比那 个小 Understand the usage of Bi to express comparison						
F.L.C.1	能够理解带有关联词 "还有、可是"的句子 Understand the usage of the many different conjunction words in Chinese. The exact ones introduced at each level are shown in Chinese						
F.RI.1.1	能够在老师的帮助下复述内容 With prompting and support, retell the key details in a text	I Y					
F.RI.1.2	能够根据内容提出和回答有关大意的问题 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers						

	F.RI.3.2	能够理解现象或事件产生的原因或结果 Understand the cause and effect of a concept or event	Chines	se Co
	F.RI.4.2	能够用词汇表根据词语表来进一步理解内容 Using glossary, determine meaning of words to enable further understanding of a text		You Consulting
	F.RI.5.1	能够识别常见说明文类型(说明文): 说明文是以介绍人或事物为主的文章 Identify common types of expository passages		
	F.RI.5.2	能够理解文章的结构(以时间或事件发展的前后顺序为主来进行介绍或说明) Identify the overall structure of text e.g. text organized based on chronological order		
	F.RI.6.1	能够区分图画传达的意思和文字传达的意思 Differentiate information communicated via illustration vs. text		
	F.RI.7.1	能够根据图片来理解不懂词语的意思 With the help of illustrations, determine the meaning of unknown words		
	F.RI.8.1	能够在老师的提示和帮助下,指出文章的主要观点,并指出作者是用什么原因或证据来支持观点或主题的 With prompting and support, identify the reasons an author gives to support points in a text		
F	RI,9.1	能够独立指出两篇同主题文章的异同(图 片、文本、顺序等)Identify basic similarities and differences between two texts on the same topic (illustration, text, sequence etc.)		

### Before Read Aloud, I would outline the Reading Plan...





Content Goals	Language Goals (Focus on Reading in this Webinar)	Vocabulary & Sentence Structure	Books to Support
Understands how essential control to be for control or position or public or position and position or public or to be position or public or to be position and position or public or to be position or public or to be position and position or public or position and position or public or position and public or position and position and public or position and position and public or position a			F Level Book 中国探险家 The Chinese Explorer
INDICATOR  4. Compare the dynasties and empires in ancient China  OBJECTIVES  Describe the causes and consequences of the unification of China under early impartial dynasties, such as the Shang, Zhou, Qin, Han and Tang  b. Explain the major traditions, customs and beliefs of Confidentism and Toolsm in			H 亚历山大.汉密尔顿 Alexander Hamilton
the context of early Chinese Imperial dynasties c. Analyze China's cultural, political and economic influence on Japan, Korea, and countries in Southeast Asia  You can put			H 巴拉克. 奥巴马 Barack Obama
"Contry, State, District, School content	You can identify reading objectives	You can plan out academic vocabulary,	H 不同的文化 Different Culture
Expectation" here	and put them here	supporting vocabulary and sentence	

structure/question starters here. ...

#### Before Read Aloud I would select both the language and content standard...







Social Studies

**Learning Standards** 

Social Studies K-12 Learning Standards

The K-12 Social Studies Learning Standards consist of Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) that describe what students should know and be able to do in civics, economics, geography, history, and social studies skills.

Civic Education

5.2.1

**Assessments** 

STUDIES of researching an issue or event SOCIAL STUI SKILLS Researches multiple perspectives to take a position on a public or 5.4.1 historical issue in a paper or presentation.

Understands how essential

questions define the significance

- Explains how the essential question "Why do people want to be free?" reminds us why we study the American Revolution.
- Explains how the essential question "How can people cause" change?" reminds us why we study the writing of the Declaration. of Independence.
- Researches multiple perspectives on the causes of the Revolutionary War.
- Researches Paul Revere's engraving of the Boston Massacre and the Declaration of Independence to take a position on the causes of the American Revolutionary War.

# Before Read Aloud I would select both the language and content standard..





home: instruction: social studies: grade 6 standard 5.0

# School Improvement in MARYLAND

Custom Sea



#### TOPIC

B. EMERGENCE, EXPANSION AND CHANGES IN NATIONS AND EMPIRES

#### **INDICATOR**

4. Compare the dynasties and empires in ancient China

#### **OBJECTIVES**

- Describe the causes and consequences of the unification of China under early imperial dynasties, such as the Shang, Zhou, Qin, Han and Tang
- Explain the major traditions, customs and beliefs of Confucianism and Taoism in the context of early Chinese imperial dynasties
- c. Analyze China's cultural, political and economic influence on Japan, Korea, and countries in Southeast Asia

# Before Read Aloud I would select both the language and content standard..





READING, WRITING, AND COMMUNICATING Second Grade, Standard 2. Reading for All Purposes



#### Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

#### Grade Level Expectation:

2. Apply specific skills to comprehend and fluently read informational texts.

#### **Evidence Outcomes**

#### Students Can:

- a. Use Key Ideas and Details to:
  - Ask and answer such questions as who, what, where, when, why, how to demonstrate understanding of key details in a text. (CCSS RI.2.1)\*
  - ii. Identify the main topic of a multiparagraph text as well as the for specific paragraphs within the text. (CCSS: RI.2.2)
  - iii. Summarize the main idea using relevant and significant details in variety of texts. \*
  - iv. Describe the connection between a series of historical events, sci ideas or concepts, or steps in technical procedures in a text. (CCS RI.2.3)
- b. Use Craft and Structure to:
  - Determine the meaning of words and phrases in a text relevant t grade 2 topic or subject area. (CCSS: RI.2.4)
  - iii. Know and use various text features (for example: captions, bold | subheadings, glossaries, indexes, electronic menus, icons) to loca facts or information in a text efficiently. (CCSS: RI.2.5) \*
  - iii. Identify the main purpose of a text, including what the author was answer, explain, or describe. (CCSS: RI.2.6) \*
  - iv. Read text to perform a specific task such as follow a recipe or pla game. \*

# Social Studies Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>Fourth Grad</b>	
1. Hietory	<ol> <li>Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado</li> </ol>
	<ol><li>The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States</li></ol>
<ol><li>Geography</li></ol>	1 Use several types of geographic tools to answer questions about the
	<ol> <li>Connections within and across human and physical systems are developed</li> </ol>
3. Economics	People respond to positive and negative incentives
	<ol><li>The relationship between choice and opportunity cost (PFL)</li></ol>
4. Civics	1. Analyze and debate multiple perspectives on an issue
	2. The origins, structure, and functions of the Colorado government
Geography     Economics	<ol> <li>and cause and effect in the history of Colorado</li> <li>The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States</li> <li>Use several types of geographic tools to answer questions about the geography of Colorado</li> <li>Connections within and across human and physical systems are developed</li> <li>People respond to positive and negative incentives</li> <li>The relationship between choice and opportunity cost (PFL)</li> <li>Analyze and debate multiple perspectives on an issue</li> </ol>

Use Integration of Knowledge and Ideas to

### Let's Observe Pearl's Demo and Circle the Reading Objectives You See in Her Read Aloud Time

The Chinese Explorer Read Aloud Checklist for Observe and Circle Game 《中国探险家》阅读教学目标对查表

Obj ID	Objective	Notes/Teacher Modeling Examples from the text you plan to teach
F.L.G.1	能够理解简单形容词的意思 Understand usage of simple adjectives	
F.L.G.2	能够指出代表时间的短语 Identify the many phrases which can be used to represent time	
F.L.G.3	理解"比"的用法: ex.她比我高; 这个比那 个小 Understand the usage of Bi to express comparison	
F.L.C.1	能够理解带有关联词 "还有、可是"的句子 Understand the usage of the many different conjunction words in Chinese. The exact ones introduced at each level are shown in Chinese	
F.RI.1.1	能够在老师的帮助下复述内容 With prompting and support, retell the key details in a text	1
F.RI.1.2	能够根据内容提出和回答有关大意的问题 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	

F.RI.3.2	能够理解现象或事件产生的原因或结果 Understand the cause and effect of a concept or event	OO. Level	- ese	<b>\</b>		
F.RI.4.2	能够用词汇表根据词语表来进一步理解内容 Using glossary, determine meaning of words to enable further understanding of a text			You	Consult	ing
F.RI.5.1	能够识别常见说明文类型(说明文):说 明文是以介绍人或事物为主的文章 Identify common types of expository passages					
F.RI.5.2	能够理解文章的结构(以时间或事件发展的前后顺序为主来进行介绍或说明) Identify the overall structure of text e.g. text organized based on chronological order					
F.RI.6.1	能够区分图画传达的意思和文字传达的意思 Differentiate information communicated via illustration vs. text					
F.RI.7.1	能够根据图片来理解不懂词语的意思 With the help of illustrations, determine the meaning of unknown words					
F.RI.8.1	能够在老师的提示和帮助下,指出文章的主要观点,并指出作者是用什么原因或证据来支持观点或主题的 With prompting and support, identify the reasons an author gives to support points in a text					
F.RI.9.1	能够独立指出两篇同主题文章的异同(图 片、文本、顺序等)Identify basic similarities and differences between two texts on the same topic (illustration, text, sequence etc.)					

# Level Chinese You Consulting

### Read Aloud Procedure for The Chinese Explorer

#### Before Reading

Warm Up and Review - 1. Flash cards Quick Read Game to review jobs the students learned, 2. Job riddles to review jobs the students learned

Make Connection - What do you want to be when you grow up? And why? /What is your favorite job or why?

Tell the students you will read them a new book, it is a book about a profession. Invite the students to read aloud the book title 中国探险家, and have them guess the meaning of 探险家(explorer) by description of this job using language students learned

Look at the Cover of the Book and Make Prediction

# Read Aloud Procedure for The Chinese Explorer Chinese



You Consulting

#### While Reading

Picture Walk - What do you see and what do you think and what questions do you have?

Picture Talk (Students may see the pictures of the text language or identify some Nonfiction Text Features... Teacher can record Students' Discussion and questions on chart paper and get to know how much students know for the first glimpse of the book and what their interests are...)

1st Read Aloud by Teacher - Ask and Answer about the information of Zheng He (The Chinese explorer) if students don't know the word, guide students to use picture clues or glossary to understand the word

2nd Read Aloud by Teacher-fill out graphic organizer together with students







#### Post Reading

Discuss with students the main idea of the book

Use keys words on the graphic organizer and prompt the student to retell the story

Compare and Contrast Zheng He and Columbus' exploration / an explorer in the country you teach Chinese

Graphic Organizer for The Chinese Explorer Read Aloud



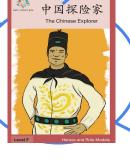


You Consulting



English
Translation is
only for this
webinar, and in
the real Chinese
classrooms I
would only keep
Chinese for
instruction!

什么时候? When?



在哪里? Where?

发生了什么? Events? Information?

谁?

Who?

告诉我们什么? Information?or story?main idea



#### The Chinese Explorer Read Aloud Checklist for Planning

	《中国探险家》阅读教学	至目标对查表最终设计版本				
Obj ID	Objective	Notes/Teacher Modeling Examples from the text you plan to teach				
F.L.G.1	能够理解简单形容词的意思 Understand usage of simple adjectives	很多 (many)				
F.L.G.2	能够指出代表时间的短语 Identify the many phrases which can be used to represent time	很久以前,(long ago)				
F.RI.1.2	能够根据内容提出和回答有关大意的问题 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	文章里有谁? Who is in the text? 发生在什么时候?现在?还是很久以前?When ? 在哪里?Where 做什么?What 文章告诉了我们什么?What does the text try to tell us? To tell a story or give information? 是叙述文?还是说明文? 说明文有什么特点? What is the text feature?				
F.RI.4.2	能够用词汇表根据词语表来进一步理解内容 Using glossary, determine meaning of words to enable further understanding of a text	Words highlight in red in the book 很久以前(long ago),探险家(explorer),船( ship/boat),探险(explor),外国(foerign country), 认识(get to know),买(buy),卖(sell),				
F.RI.5.1	能够识别常见说明文类型(说明文):说明文是 以介绍人或事物为主的文章 Identify common types of expository passages	介绍人物的说明文 To identify this is an expository passage about giving information of an explorer				
F.RI.6.1	能够区分图画传达的意思和文字传达的意思 Differentiate information communicated via illustration vs. text	船(ship/boat),探险(explor),外国(foerign country)				
F.RI.7.1	能够根据图片来理解不懂词语的意思 With the help of illustrations, determine the meaning of unknown words	船(ship/boat),探险(explor),外国(foerign country ),认识(get to know),买(buy),卖(sell),				
F.RI.8.1	能够在老师的提示和帮助下,指出文章的主要观点,并指出作者是用什么原因或证据来支持观点或主题的 With prompting and support,	郑和让中国人知道了外国。郑和也让外国人知道了中国。 (Zheng He let Chinese people know about foreign countries, and he also lets foreigners know about China.)				

identify the reasons an author gives to

support points in a text

### Completed Lesson Checklist Chinese for The Chinese Explorer

Level C Objectives (MS-Word) (PDF)

Level D Objectives (MS-Word) (PDF)

Level E Objectives (MS-Word) (PDF)

Level E Objectives (MS-Word) (PDF)

Level F Objectives (MS-Word) (PDF)

Level G Objectives (MS Word) (PDF)



Level H Objectives (MS-Word) (PDF)

Level I Objectives (MS-Word) (PDF)

Level J Objectives (MS-Word) (PDF)

Level I Objectives (MS-Word) (PDF)

Level J Objectives (MS-Word) (PDF)

Level K Objectives (MS-Word) (PDF)



Level N

Level N

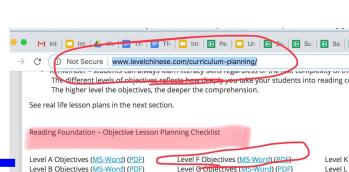
Level C

Level N

Level N

Level C

Level P



Reading Informational Text - Objective Lesson Planning Checklist

Level H Objectives (MS-Word) (PDF) Level L Objectives (MS-Word)(PDF) Real-Life Examples of Level Chinese objectives used with ANY curriculum and ANY

The lesson plans below show how schools with all different curriculum integrate our objectives in

instruction. · You can see curriculum using different textbooks and curriculum which based mostly on te

http://www.levelchinese.c om/curriculum-planning/



# Checklist Resources on Level Chinese Website





#### Reading Foundation Objectives



#### Level Chinese Level F Language Objectives Checklist

Obj ID	Objective	Teacher Modeling Examples
F.L.G.1	能够理解简单形容词的意思 Understand usage of simple adjectives	
F.L.G.2	能够指出代表时间的短语 Identify the many phrases which can be used to represent time	
F.L.G.3	理解"比"的用法: ex.她比我高;这个 比那个小 Understand the usage of Bǐ to express comparison	
F.L.G.4	理解"在"的用法: 1.表示正在做一件事情(ex.我在看书) 2.表示地点, 主语+在 +地点(ex.我在家) Understand the different usage of Zài as a noun and a verb	
F.L.G.5	理解问句的问法: ex,是不是,好不 好,为什么,什么时候。。。 Understand the different ways to express a question	
F.L.G.6	理解"从…来"和"从…到"的用法:ex,你 从哪里来?从我家到学校。。。 Understand the different usage of Cóng, means "from"	
F.L.M.1	能够准确运用量词:位、双 Understand the usage of the many different measure words in Chinese. The exact ones introduced at each level are shown in Chinese	
F.L.C.1	能够理解带有关联词 "还有、可是"的句子 Understand the usage of the many different conjunction words in Chinese. The exact ones introduced at each level are shown in Chinese	
F.L.P.1	能够通过问号辨识出问句,并理解问号的含义:是在问一个问题 Identify	

#### Reading Informational Text Objectives



#### Level Chinese Level F Reading Informational Text Objectives Checklist

Obj ID	Objective	Notes/Teacher Modeling Examples from the text you plan to teach
F.RI.1.1	能够在老师的帮助下复述内容 With prompting and support, retell the key details in a text	
F.RI.1.2	能够根据内容提出和回答有关大意的	
	问题 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	
F.RI.2.1	能够指出文章主要在介绍什么·并指	
	出这一事物的不同方面或者组成部分	
	Explain what the text is introducing and identify the different aspects or components of the topic introduced	
F.RI.3.1	能够区分文章里的人、事物、或者概	
	念·并能理解之间的联系 Distinguish	
	the different individuals, events or concept and relationship between them	
F.RI.3.2	能够理解现象或事件产生的原因或结	
	果 Understand the cause and effect of a concept or event	
F.RI.4.1	能够根据非重复句型的关键词理解句	
	子意思 Use clues from keywords to understand meaning the of sentences with non repeating structure	
F.RI.4.2	能够根据词语表来进一步理解内容	*
	Using glossary, determine meaning of words to enable further understanding of a text	
F.RI.5.1	能够识别常见说明文类型(说明	
	文):说明文是以介绍人或事物为主	
	的文章 Identify common types of expository passages	
F.RI.5.2	能够理解文章的结构 (以时间或事件	
	发展的前后顺序为主来进行介绍或说	
	明 )Identify the overall structure of	
	text e.g. text organzied based on	





- Demo Lesson Observe & Circle Game
- Why We Need Reading Standards
- Where Are "Reading Standards" From
- How to Unpack the Reading Standards and Get Ready for Mapping the Standards ACROSS the Year Long Curriculum (Note: You will see sample reading curriculum mapping too!)

# Why We Need Reading Standards for Planning











# Why We Need Reading Standards for Planning

- Skills and Knowledge of Reading that Support Students to become an independent reader for life outside of the classroom...
- Build Reading Comprehension and Critical Thinking skills so students can "read to learn"





- Demo Lesson Observe & Circle Game
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- Where Are "Reading Standards" From
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# Where Are "Reading Standards" From

From your country, your state/province, your district, your school ...

- If you are in the U.S.A, the reading standards may be from Common Core State Reading Standards, ACTFL Reading Standards, School or District Selected Reading Standards (i.e. IB reading scope and sequence...)
- If you are in China, the reading standards may be from national reading curriculum and school/district selected reading standards (i.e. IB reading scope and sequence...)
- If you are in England, ....
- If you are in ...





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# Sample Reading Curriculum Mapping at Denver Language School in Colorado U.S.A

1 Sample-1st

Sample\_Reading Curriculum Mapping Starter





**Explore** 

	Sample_DLS Chinese Reading Curriculum Mapping  File Edit View Insert Format Data Tools Add-ons Help Last edit was on September 25																									
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fx	DLS Chinese Reading Scope & Sequence 1st Grade: 2018-20					018-20	)19																			
	Α	В	С	D	Е	F	G	Н	1	J	К	L	M N	0	Р	Q	R	S	Т	U	V	W	Х	Y	Z	AA
1	1							DLS Chinese Reading Scope & Sequence 1st Grade: 2018-2							18-2											
2	August					Decembe	r 3rd Jai	nuary4tl	h	Januar	y 7th-Fo	ebruary 1	lst	Febr												
3	Weeks	1	2	3	4	5	6	7	8	9	10	11	12 repor card due 11/7		14	15	16	17	18	19	20	21	22	23	24	25
4	Level Chinese Reading Expectation (Instructional Level)				A							Α,	В				В									
5	Content Focus (highlight in yellow:		Dul	000	ınd Laı	uc		Life Colonia														Abou				
6	science highlight in blue: social study)		Kui	ies u	ind Lui	WS		Life Science All About Animals							Where People Live				About Our Earth Cour			We Cour				
7	Essential Questions	-Why sho -How do l	aws hel	p?		people:	-What are the characteristic of living things -What will be considered the characteristic of living things -What will be considered to the considered the characteristic of living things -What will be considered to the considered the considered the characteristic of living things -What are the characteristic of living things -What will be considered to the considered the considered to the considered to the considered the characteristic of living things -What are the characteristic of living things -What will be considered to the			-What kinds of land and water does the United States have?																
,	Essential Questions	-How do g -How can others?					ts of		How are you like your parents? In what ways do offspring resemble their parents?				-How does where people live affect their shelter and trasportation? -How do people use and save resources? -How does weather afect people?				Social Study Essential Questions -What are the Declaration of Independence -What is the Pledge of Allegiance? -Why are our country's sumbols important? -Why do we have national holidays?									
		Level Chi				ement		*A.RL.4	A.RL.4.1 Recognize simple nouns 能够理解简单名词的意思									Level Chinese Objectives:  ACTFL Interpretive I can Statement								
	ACTFL Interpretive I can Statement  *A.R.L.5.3 Identify characters which share the same radical 能够在多个汉   今中指出有相同部首的汉字。  ACTFL Interpretive I can Statement   A																									

1st\_Sample Read Aloud Lesson Plan 🔻

Sample-4th

# Sample Steps for Reading Curriculum Mapping





## Step 1: Find Reading Standards Which Match Most Students' Level

Essential Questions	Language Goals	Vocabulary, Language Structures and Functions	Books to Support This Topic
1.How changes in ecosystems affect living populations and the non-living elements of a defined area? 2. How plants and animals vary from one another and their parents? And how these differences serve as the basis for natural selection?	*I gan retell the key details in a text with prompting and support E.RI.1.1@LC)  *I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (E.RI.1.2@LC)  *Using glossary, determine meaning of words to enable further understanding of a tex (F.RL.4.2, )  *Understand the cause and effect of a concept or event (F.RI. 3.2)  *I can identify the title of the text (E.RI.5.2@LC)  *I can identify name of author and name of illustrator and their respective function (E.RI.6.1@LC)  *I can understand story elements related standards (E.RL.2.1, E.RL.3.1, E.RL.4.2, E.RL.5.1, &E.RL.6.1 @LC  *I can identify the key phrase and also understand the meaning of the whole sentence with the help of illustrations (E.RL.7.1@LS)	Vocabulary; 喜欢、不喜欢、哪里、植物、动物、花、草、木、林、森、鸟、鸡、鸭、猫、狗、狮、猴、曳、蝴蝶熊、金鱼、马、栖息地、青蛙、生命、生活、臂环、卵、幼虫、生物、非生物、食物链、植物、动物、家、草地、池塘、山、树林、沙漠、种子、发芽、长、、叶子、树、开花、果实、颜色、身体部位、动作、飛容词的词汇等 Sentence Structures&Questions Starters 这是什么结物?这是。这是什么一个这是。这是什么不多思是。这是什么?都是是。。这是什么?哪些是非生物类?长颈鹿是什么样子?它很痛。脖子很长。可以吃到很高的树叶。	Independent Reading Level Books (practice fluency)《你在哪儿》《你几岁》《我的爸爸爱吃苹果》《我是你们的弟弟》《好吃》(谁会》《头发》(喝什么》《我是大侦探》《张》(数字与颜色. 喜欢气球的小猪》《数字与颜色. 五颜六色》《我爱我的小熊》《狮子狮子摸摸头》《咖啡色的小猴子》《动物你是谁》(大象宝宝有没有妈妈?》《变色龙会不会唱歌》《谁的舌头长》《小猪吃得多不多》《五只猴子跳跳游》(Level D from Wawayaya) -《他们是谁》《你喜欢吃什么》《昨天今天明天》(Level D from Early Literacy Books written by Level Chinese)  Instructional Reading Level Books -《飞向中文KA》《这是一棵树》》《小蝌蚪变成了青蛙》(《你几岁了》《小狗的耳朵长、小熊的耳朵短》《养什么好呢?》《你的种类》《你是不是我的妈妈?》(小鱼宝宝》《爱吃的小猫》(早上,小绵羊想坐什么》《鲸鱼、鲨鱼、小鱼》《猫和老鼠》(Level E from Wawayaya)-《动物的适应性》(F Level from Level Chinese Non Fiction readers Wawayaya) 针his book can be used for all class instruction  Better Immersion 单元7读本《我最爱的熊猫》单元8读本《小企鹅的旅行》





# Step 2: Identify Anchor Texts to Support the Topic and Students' Level You Consulting

Essential Questions	Language Goals	Vocabulary, Language Structures and Functions	Books Can Support This Topic
1.How changes in ecosystems affect living populations and the non-living elements of a defined area? 2. How plants and animals vary from one another and their parents? And how these differences serve as the basis for natural selection?	*I can retell the key details in a text with prompting and support (E.RI.1.1@LC) *I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (E.RI.1.2@LC) *I can explain what the text is introducing, e.g. who, what or concept(E.RI.2.1@LC) *I can identify the title of the text (E.RI.5.2@LC) *I can identify name of author and name of illustrator and their respective function (E.RI.6.1@LC) *I can understand story elements related standards(E.RL.2.1, E.RL.3.1, E.RL.4.2, E.RL.5.1, &E.RL.6.1 @LC *I can identify the key phrase and also understand the meaning of the whole sentence with the help of illustrations (E.RL.7.1@LC)	Vocabulary: 喜欢、不喜欢、哪里、植物、动物、花、草、木、林、森、鸟、鸡、鸭、猫、狗、狮/猴、虫、蝴蝶、熊、金鱼、马、栖息地、青蛙、生命、生活、循环、卵、幼虫、生物、进塘、山、树林、沙漠、种子、发芽、长大、叶子、树、开花、果实、颜色、身体部位、动作、形容词的词汇等 Sentence Structures&Questions Starters 这是什么植物?这是。这是什么一种?哪些是是。这是什么??看见了。哪些是生物?哪些是非生物类?长颈鹿是什么样子?它很高。脖子很长。可以吃到很高的树叶。	Independent Reading Level Books(practice fluency)《你在哪儿》《你几岁》《我的爸爸爱吃苹果》《我是你们的弟弟》《好吃》《谁会》《头发》《喝什么》《我是大侦探》《影子》《数字与颜色喜欢气球的小猪》《数字与颜色五颜六色》《我爱我的小熊》《狮子狮子摸摸头》《咖啡色的小猴子》《动物你是谁》《大象宝宝有没有妈妈?》《变色龙会不会唱歌》《谁的舌头长》《小猪吃得多不多》《五只猴子跳跳跳》(Level D from Wawayaya)(他们是谁》《你喜欢吃什么》《昨天今天明天》(Level D from Early Literacy Books written by Level Chinese)  Instructional Reading Level Books -《飞向中文KA》《这是一棵树》》《小蝌蚪变成了青蛙》《你几岁了》《小狗的耳朵长,小熊的耳朵短》《养什么好呢?》《树的种类》《你是不是我的妈妈?》《小鱼宝宝》《爱吃的小猫》《早上,小绵羊想坐什么》《鲸鱼、鲨鱼、小鱼》《猫和老鼠》(Level E from Wawayaya)-《动物的适应性》(F Level from Level Chinese Non Fiction readers Wawayaya) this book can be used for all class instruction Better Immersion 阜元了读本《我最爱的熊猫》单元飞读本《外企鹅的旅行》

# Step 3: Identify the Reading Objectives







#### Level Chinese Level F Reading Informational Text Objectives Checklist

Obj ID	Objective	Notes/Teacher Modeling Examples from the text you plan to teach
F.RI.1.1	能够在老师的帮助下复述内容 With prompting and support, retell the key details in a text	
F.RI.1.2	能够根据内容提出和回答有关大意 的问题 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	
F.RI.2.1	能够指出文章主要在介绍什么,并 指出这一事物的不同方面或者组成 部分 Explain what the text is introducing and identify the different aspects or components of the topic introduced	动物的适应性可以帮助动物生存
F.RI.3.1	能够区分文章里的人、事物、或者概念,并能理解之间的联系 Distinguish the different individuals, events or concept and relationship between them	
F.RI.3.2	能够理解现象或事件产生的原因或 结果 Understand the cause and effect of a concept or event	因为长颈鹿有长长的脖子,所以可以吃到高处的树叶。
F.RI.4.1	能够根据非重复句型的关键词理解 句子意思 Use clues from keywords to understand meaning the of sentences with non repeating structure	
F.RI.4.2	能够根据词语表来进一步理解内容 Using glossary, determine meaning of words to enable further understanding of a text	bolded words /Red words - If the students can't figure out how to say this word or meaning of the word from text clue or picture clue, they can use glossary to help them
F.RI.5.1	能够识别常见说明文类型(说明 文):说明文是以介绍人或事物为 主的文章 Identify common types of expository passages	



F.RI.5.2	能够理解文章的结构(以时间或事件发展的前后顺序为主来进行介绍或说明) Identify the overall structure of text e.g. text organzied based on chronological order	
F.RI.6.1	能够区分图画传达的意思和文字传 达的意思 Differentiate information communicated via illustration vs. text	长颈鹿的长脖子 VS 高高的树叶 北极熊的厚皮毛 VS 寒冷的冬天 蚱蜢的绿色 VS 保护 袋鼠的袋子 VS 保护
F.RI.7.1	能够根据图片来理解不懂词语的意 思 With the help of illustrations, determine the meaning of unknown words	
F.RI.8.1	能够在老师的提示和帮助下,指出 文章的主要观点,并指出作者是用 什么原因或证据来支持观点或主题 的 With prompting and support, identify the reasons an author gives to support points in a text	主要观点:适应性帮助动物生存证据:通过四种不同动物的特点支持文章的主要观点
F.RI.9.1	能够独立指出两篇同主题文章的异 同(图片、文本、顺序等)Identify basic similarities and differences between two texts on the same topic (illustration, text, sequence etc.)	





# Step 4: Plan Activities for Students to Learn to Read

—、	这篇	文章的名	字是什么	?	
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二、图片可以帮助我们知道哪些词语的意思?画一画,写一写文章里的图片和词语,然后写出词语的意思。

图片	词语	意思	
例:	长颈鹿	它很高。脖子很长。有四条 腿。身上有棕色和白色	
1			
2			



脖子很长

5很高的树上的叶子

长颈鹿

动物的

适应性



# Step 5: Script Read Aloud Lesson Plan (10-15 Minutes)

- Warm up & Review

Flash card activity or review word wall - action words / sight words for this class... (i.e. highly frequency used adj words such as color, shape etc. nouns as animal habitats grassland, forests, desert, rain forest, ponds, lakes, river etc. )

Making connection 1. Riddles guess what animal it is (3-4 sentences) 2. using think pair share 你们喜欢什么动物?为什么? and share with students they will read a real book with teacher today...

- Show the students the cover of **Adaptation book(F level)**, point to the tittle and invite the students to read aloud the tittle... ask students what 适应性means (students may not know this word but it is ok at this stage as teacher will guide them to read the book and find it out...) have students to talk about the cover page using I see... I think... I wonder...

they will see during **picture walk**, then fill out 4 animals first, then ask students what text features they see in the book

- Interactive Read Aloud with Students, Discuss with students about animals in the book (i.e. color, shape, habitat, what they can do etc.) and fill out the descriptive graphic organizer together with students.
- Teach important information about each animal and guide students to use glossary and photos  $\dots$
- Discuss with students what adaptation means after reading based on the key words in the



# Comments, Feedback or Q&A?

And We Are Looking Forward to Seeing You in the Next Webinar With Pearl You!

### Topic:

Step by Step - Build a Curriculum map to Integrate Standards into a Textbook based Curriculum

Time: Nov. 1st 2018 5 PM (U.S. Pacific Time)