

Read Aloud Checklist for Planning
Level F Simone Biles Book
《西蒙·拜尔斯》阅读教学目标对查表

| Obj ID | Objective | Notes/Teacher Modeling Examples from the text you plan to teach |
|---------------------|--|---|
| F.RI.7.1 F.L.V.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 能够靠图片猜测不懂的词语或词组的意思 Use illustration as a clue to a meaning of word or phrase | 美国, 外公, 外婆, 体操运动员, 开始练习, 非常好 etc |
| F.L.G.1 | 能够理解简单形容词的意思 Understand usage of simple adjectives | 更多的 |
| F.RL.1.2 | 能够提出或回答有关文章的细节问题 (谁, 什么时间, 做什么等等) Ask and answer such questions as who, when, what and when etc. | Teachers can engage students to ask questions or answer questions during prediction and picture walk activities |
| 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 | 小时候.....六岁的时候.....19岁的时候..... |
| 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 | 这是介绍“人物”的文章 |
| 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 | Page 6 西蒙的家人爱她。她也爱她的家人。 |
| 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 answer | 故事讲的是谁? 她是哪里人? 她六岁的时候.... 她和哪些家人一起住? 她练习什么运动? 她参加比赛拿了哪些奖? |
| 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 | 她的名字是.....。小时候..... 和.....一起生活, 练体操, .长大后..... 她的贡献是.....。 |
| 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 | Teacher can introduce the use of glossary during Picture Walk before Read Aloud. |
| F.L.C.1 | 能够理解带有关联词的句子 如: “也”等 Understand the usage of the many different conjunction words in Chinese. The exact ones introduced at each level are shown in Chinese | (review points)也..... |