Guided Reading Curriculum For Chinese Immersion Kindergarten

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GUIDED READING CURRICULUM FOR CHINESE IMMERSION

KINDERGARTEN

by

Yue Fu

A capstone submitted in partial fulfilment of the
requirements for the degree of Master of Arts in Education

Hamline University

Saint Paul, Minnesota

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To my capstone project facilitator Laura J. Halldin. Your guidance and patience helped me keep working on the project. To my peer reviewer Margaret Farrell. You gave me many valuable advice on my writing. To my mentor Donghong Wang. It was you guiding me to teach in Chinese Immersion programs. I will never forget your help! To my dear mother and friends for your encouragement and support.
“When students engage in smooth, efficient processing of text with deep understanding, they can steadily increase their abilities.”

--Irene C. Fountas & Gay Su Pinnell
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CHAPTER ONE

Introduction

Introduction of Guided Reading

The Kindergarten year is part of the critical period for children to develop cognitively and socially. This development becomes particularly more obvious and dramatic in immersion schools. As a Kindergarten teacher in a Chinese immersion school, I can see that children need to learn and recognize more characters after getting familiar with the Chinese tones and sentence structures orally after the Winter break. It would be a great support to help Kindergarteners learn Chinese by listening, speaking and reading at the same time. All of the paths develop interactively.

Based on this above, it is necessary to develop a comprehensive guided reading curriculum. So my question is: “How I can create a guided reading curriculum in a Chinese immersion Kindergarten setting while meeting the state and district requirements?”

In this chapter, I will first introduce the reasons and necessities for creating a guided reading curriculum for Kindergarteners in Chinese immersion settings. Next, I will describe my personal education experience with guided reading, which motivates me to create the curriculum. Finally, I will summarize this chapter and briefly outline the
literature reviews of Chapter 2 and plans for creating the guided reading curriculum of Chapter 3.

The first reason to do the project is based on students’ actual learning needs. As I mentioned above, Kindergarteners are at their critical period of social and cognitive development. They not only develop fast physically but also cognitively. If teachers use various activities to motivate their interests of learning, they will learn effectively. For Kindergarteners in my class, they always desire to learn and are curious to know every Chinese character they encounter in the class. Although they have no any Chinese speaking background, they can understand all of the stories I read to them and answer my questions about prediction and reasoning. Based on their learning process, I believe it is necessary to develop a guided reading curriculum for them.

The second reason to do the project is based on students’ language development. By observing and guiding Kindergarteners to learn Chinese in immersion programs, I found that students tended to speak more Chinese and were more likely to use the correct sentence structures when we guided them to learn characters, which they usually spoke and heard. More importantly, the more characters they are able to recognize, the higher motivation they have to learn Chinese. This becomes a positive interaction. According to this phenomenon, it is necessary to develop a guided reading curriculum for Kindergarteners to apply the Chinese characters which they learned and to read by themselves.

By creating and developing the guided reading curriculum, I hope students will be able to enjoy recognizing and using the Chinese characters when they reading by themselves. Moreover, I expect to develop students’ reading skills and guide them to
reach the Minnesota Academic Standards—English Language Arts K-12. Specifically, one of the standards for Kindergarten is standard 0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks. I believe the creation of this guided reading curriculum meets the state Language Arts standards.

More importantly, there is a nation-wide awareness that proficiency and instructional reading has become a concern. Joseph (2002) mentioned that there are more and more children who are referred for academic concerns or be identified as having a specific learning disability have difficulties in the area of reading. She also indicated that reading can affect performance not only in the academic content area but also occupational endeavor, as well as other functional skills that are used in everyday activities (Joseph, 2002). Although Chinese and English developed from different language systems, the skills and interests of reading are the same. Based on the national concern, it is necessary to create and develop a guided reading curriculum in the Kindergarten setting for the teaching of Chinese language.

Context

Writing as a Chinese citizen, we do not have guided reading curriculum in China. We always do reading in large groups. Since my parents sent me a year early to school, I sometimes had a hard time to catch up with my classmates in fourth grade. However, everything has two sides. I was fortunate to have a father who paid attention to my reading skills. Although we never heard of the term of guided reading or individual reading in the field of education, he created a guided reading curriculum for me at home. The only difference between the guided reading with his instructions and the curriculum
which I am going to create is the number of students in the group. I am the only child in my family. I had no peers to read with me. But all of the other factors were the same!

My father started to guide me to read the texts in my textbooks. In the first two weeks, he read the texts with me and asked me questions after reading each paragraph. As he found I was able to answer all of his questions, he then left the guided reading questions on a note and let me read the texts by myself. When we finished my elementary textbooks after two months, he showed me a magazine, which is one of the most influential reading books for me. Each text in that magazine was chosen from books, other magazines, or reading media of that month. So every passage was valuable to read and be discussed. My father would choose five articles which he thought were the best in that month and leave questions by the side. After I read each article, I should answer the questions on a notebook. He would check my answers every day.

As time went by, not only my reading skills developed dramatically, the writing skills changed a lot as well. After the great change, my father guided me to read chapter books. He would not note questions by the sides of books anymore, but discussed the books with me directly. Also, instead of reading the textbooks with me, he read the ancient Chinese books with me six months after finishing my father’s guided reading curriculum.

The sad part of my father’s guided reading curriculum was that he stopped when I went to high school. I always thought of those years my father guided me to read. What he did was asking me questions and guided me to think and summarize. He not only guided me to learn how to think but also develop my interests in reading.
More importantly, the questions he guided to me to think changed my ways to read. I gradually learned to ask questions to myself when I am reading every time. Also, the books and articles I read changed the ways I see the world. The more books I read, the more lives I have lived. Books enriched my life. The experiences in reading are like birds flying high in the sky. Moreover, reading and writing developed interactively. Since I spent so much time on reading and thinking about those articles, I gradually summarized different organizations of formatting an article. All of the reading experiences influence me as the person I want to be today.

The first time I heard the term of guided reading was in a second grade classroom of a Chinese immersion program. The teacher showed me how she facilitated students to do guided reading. I still remembered how excited I was when I saw such similar dialogues among the teacher and students. Then, the teacher told me the instruction was called as guided reading.

After witnessing the guided reading curriculum in various schools and programs, and combining with my personal reading experiences, I believe there is no harm and even necessary for Kindergarteners to have a guided reading curriculum in Chinese immersion settings.

**Summary**

With my teaching experiences in Kindergarten in Chinese immersion programs, students not only have academic needs to receive more characters and reading input but also have higher demands in using reading stimulate the ability to speak and listen interactively. Besides, creating and implementing the guided reading curriculum in Kindergarten in Chinese settings meets the Minnesota Academic Standards, as well as
decrease the nationwide concerns about students’ low reading abilities. In addition, based on my personal guided reading experiences with my father, I recognized the significance of facilitating and guiding students in reading. With all of these reasons, it is necessary to create a guided reading curriculum for Kindergarteners in Chinese immersion programs.

Based on my experiences in the past two years, I found that students who were interested in reading were more likely to perform well academically and develop further interests in learning Chinese as their second language.

Experiences cannot be generalized in the field of education. In Chapter Two, I will discuss the significance of creating a guided reading curriculum in a Chinese Kindergarten setting by reviewing experimental studies. For instance, Pannell (2013) also found that third graders were more likely to have higher literacy scores if they receive sufficient phonological and rhyme stimulation in Kindergarten. Moreover, Pannell indicated that rhyme awareness was highly correlated with students’ later reading ability (Pannell, 2013). According to this study, we can see the significance of developing students’ early phonological and rhyme awareness in Kindergarten. Recognizing characters and reading are the most effective ways to support students’ needs. After reviewing the research studies, I will provide a detailed explanation of how I will create a guided reading curriculum for Kindergarteners in Chinese immersion programs in Chapter Three.
CHAPTER TWO

Literature Review

Introduction

The research question is "How I can create a guided reading curriculum in Chinese immersion Kindergarten setting while meeting the state and district requirements?"

Chapter One was about the reasons that I planned to create a guided reading curriculum in Chinese Immersion Kindergartens. By reviewing my personal experiences, I believed it was necessary to develop level-appropriate reading instruction for students.

In Chapter Two, I first analyzed the national-wide students’ poor reading performances and demonstrated the necessity of developing an effective reading instruction in the United States. Then, I introduced the guided reading instruction and gave a general explanation about it. In order to implement the guided reading instruction effectively, I reviewed the development of guided reading from a historical perspective. After identifying the advantages of current guided reading instruction, I summarized the guided reading strategies by reviewing literatures. For example, providing differentiated instruction, using leveled books and texts, taking running records, discussing the texts, and so on.
All of the strategies were helping me implement the guided reading curriculum effectively. Finally, I reviewed studies about the implementations of guided reading instruction in second language learning programs. By analyzing and summarizing the guided reading history and instructional strategies, Chapter Two provided me a specific picture of how to design and implement a guided reading curriculum for second language learners.

**The Necessity and Definition of Guided Reading**

Before investigating the research question, it is significant to see the necessity of implementing the guided reading instruction and develop deeper understanding of the definition of guided reading.

The United States educational system has usually been criticized about students’ poor performances of reading abilities, as well as the general failure of teachers to effectively teach reading (Graves, Juel, Graves, & Dewitz, 2011). According to Mullis, Martin, Kennedy, and Foy (2007), the International Association for the Evaluation of Educational Achievement (IEA) conducted a reading achievement study among 150,000 fourth-graders during the 2006 school year in 40 countries. The result showed that the reading achievement of the U.S. students ranked 14th among the 40 countries. The score was not as good as most of the students in Europe (Mullis, Martin, Kennedy, & Foy, 2007). Although the U.S. students scored 40 points higher than the international average of 500, the data still caused concerns (Graves, Juel, Graves, & Dewitz, 2011).

The researchers also found that if first graders struggled in reading, they were 88% more likely to have difficulties in reading by fourth grade (Juel, 1988). The way to
prevent future reading difficulties for children was to focus on their early years reading practices (Clay, 2001; Pinnel, 1989; Slavin, Madden, Dolan, & Waski, 1996).

One particular strategy, guided reading, is a significant “best practice” in today’s literacy instruction as it has developed into one of the most critical contemporary reading instructional approaches in the U.S. (Iaquinta, 2006). In guided reading, students read a teacher-selected text in a small group of similar reading ability. The teacher provides explicit instruction, support, and challenges for that particular group of students (Ford & Opitz, 2011; Fountas & Pinnell, 2011; Graves, Juel, Graves, & Dewitz, 2011; Schulman & Payne, 2000; The Wright Group, 1995).

The Development of Guided Reading

Although guided reading is one of the most popular reading instructions currently, it is not a new practice but rather a revolution in the field of literacy instruction (Ford & Opitz, 2011). According to Ford and Opitz (2011), guided reading had a great impact on the literacy instruction during the year of 1940 to 1970 and from the late 1990’s till now.

The concept of guided reading was first developed by Emmett Betts who put forth the term of directed reading activity and emphasized the significance of providing directions to help students learn how to read (Ford & Opitz, 2011). Ford and his colleague mentioned that guided reading was the second part of Betts’ four-step directed reading activity theory (2011). Specifically, Betts (1946) demonstrated that the second step was to do silent reading before oral reading. Students were not only expected to decode unknown words with their background knowledge but also apply comprehension skills by asking questions of their teachers (Betts, 1946).
The concept of guided reading was mentioned directly in the field of literacy instruction by Lilian Gray and Dora Reese (Ford & Opitz, 2011). They made further explanation about the four-step directed reading activity. Specifically, teachers should prepare for the story, guide students to read the text, drill for word analyses and vocabulary, and create follow-up activities for applying new ideas (Gray & Reese, 1957). Gray her colleague also listed three specific teaching procedures as part of guided reading: asking the major motivating question, asking other questions to guide the children through the story, and answering the major motivating question (1957).

Although the literacy instruction was developed and students were guided in small groups, teachers rarely followed the steps in their actual practices (Ford & Opitz, 2011). Durkin (1979) found that teachers only provided basic questions and did teacher-directed oral reading in small groups. Then, the publication of *Becoming a Nation of Readers* suggested that educators should try to challenge children and help them achieve their highest literacy potentials (Anderson, Hiebert, Scott, & Wilkinson, 1985).

Unfortunately, because of the critics of the literacy instruction, many teachers changed the group formats back to whole group instruction (Paratore, 1990). As Paratore (1990) mentioned, the whole group instruction had little differentiation. Students received limited instruction with appropriate instructional materials (Paratore, 1990). Educators noticed the necessity to change literacy instruction, and they tried to find alternative grouping practices while avoiding previous problems (Ford & Opitz, 2011).

Spache and Spache (1986) focused on the instruction of guided reading by outlining five steps of a basal reading lesson. Although they still used the term silent reading, they emphasized the concept of guided reading in specific teaching procedures
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(Spache & Spache, 1986). For instance, they mentioned that teachers should help
students infer the story by viewing and discussing the introductory pictures, setting the
goals for reading by asking students questions, and guiding students to use background
knowledge and picture or context clues to decode words and comprehend the text
(Spache & Spache, 1986).

With the development of the concept of guided reading, Mooney (1990)
suggested that guided reading could only be accomplished when teachers clearly guide
students to read. Taking the idea of avoiding previous small group reading instruction
problems, Fountas and Pinnell (1996) redefined guided reading as a literacy instruction
instead of including it as a way of small group teaching strategy. Fountas and her
colleague identified guided reading as a classroom-based practice where teachers grouped
students with similar literacy levels and guided students to read with level-appropriate
reading materials (1996). Furthermore, Fountas and her colleague indicated that the
implementation of guided reading would decrease the number of students who would be
taken away from general classrooms for extra literacy intervention (1996).

The Differences between Guided Reading and Previous Reading Instructional
Approaches

Based on the development of the guided reading theory, the most obvious change
was reading materials (Ford & Opitz, 2011). Ford and his colleague demonstrated that in
the past students used basal reading program, which had limited reading resources and
easy vocabularies in each text (2011). However, as students showed higher demands in
the higher levels materials, the basal program could only provide children’s literature,
such as a chapter from a book or an entire book (Ford & Opitz, 2011). With the
development of the guided reading instruction, basal reading programs re-designed the reading materials and separated them with more levels.

The second change was that teachers grouped students in a more flexible way than previous small reading groups (The Wright Group, 1996). According to Schulman and Payne (2000), once students were labeled in a group, they would stay in it for a long time, even if the group was no longer appropriate for their literacy levels. However, with the development of guided reading instruction, ongoing assessment become a major strategy for teachers to evaluate learners’ literacy levels and supported teachers to organize students in a more flexible way (The Wright Group, 1996).

More importantly, Taylor, Pearson, Clark and Walpole (1999) demonstrated that the term guided conveyed the meaning of teachers coaching students during reading, which was one of the most important distinctions between effective reading instruction and traditional ways of instruction (Taylor, Pearson, Clark, & Walpole, 1999). Compared to less effective reading instruction, guided reading indicated an instructional form in which students shared the learning responsibilities with teachers, and teachers worked as facilitators to scaffold the learning process (Ford & Opitz, 2011).

The term scaffold was first developed in learning situations by Wood, Bruner, and Ross (Frey & Fisher, 2010). Wood, Bruner, and Ross (1976) indicated that scaffold was the process which teachers helped learners to achieve a goal or solve a task that would go beyond their unassisted levels.

Based on the scaffold theory, Boyle and Peregoy (1998) defined five criteria for the literacy scaffold model. The researchers mentioned that the model should be
implemented in reading and writing activities based on functional and meaningful communication of the entire texts (Boyle & Peregoy, 1998). Also, Boyle and his colleague (1998) demonstrated that the model should use language and discourse patterns for learners to make prediction. In addition, the literacy scaffold model should arrange specific written language patterns for teachers or learners’ peers to follow (Boyle & Peregoy, 1998). Moreover, researchers stated that the model should facilitate students in understanding and producing written language higher than their current levels, which could not be achieved without the teachers’ guidance (Boyle & Peregoy, 1998). Furthermore, Boyle and his colleagues (1998) pointed out a significant idea that the model is flexible based on instructors’ practices.

It was obvious that the return to the use of small guided reading groups was greatly different from traditional small group instructions (Ford & Opitz, 2011). Teachers not only should use the assessment-informed instruction to group students in a more flexible way with level-appropriate reading materials, but also combine the senses of visual, auditory, and movements to scaffold learners to achieve their highest literacy potentials (Ford & Opitz, 2011).

**Strategies of Guided Reading**

**Structure of a Guided Reading Lesson**

Looking back over the decades since the guided reading approach was introduced as an individual literacy instruction, guided reading has played as a significant role of high-quality literacy education in schools (Fountas & Pinnell, 2012).
Fountas and Pinnell (2011) demonstrated that the structure of a guided reading lesson included seven steps. The first step was that teachers should select a text that is level-appropriate and able to provide new learning for the group of students. The second step was introducing the text, which indicated that teachers should introduce the text to guide the reading and leave readers to answer some questions. The third step was reading the text, which meant students would read the text silently or orally by themselves. During this time, the teacher would interact with students briefly to teach, prompt, and emphasize reading strategies. As students finish reading, teachers moved to the fourth step, discussion of the text, which required teachers to work as a facilitator to guide students to discuss and deepen their understandings of the text. Next, the teaching points step indicated that teachers should demonstrate teaching points clearly, explain the text deeply, and guide students to expand their system of strategic actions. Then, the teacher reached to the sixth step which was assisting students to recognize the words flexibly and efficient with explicit reading instruction. The last step was an optional choice. Teachers could extend students’ understanding of the text with writing or drawing if students need to use the word again in the future (Fountas & Pinnell, 2011).

Guided Reading Strategies

Developing a literate environment. Although the guided reading lesson structure was explicit, developing a literate environment was also a significant guided reading strategy (The Wright Group, 1995). The authors demonstrated that before teachers began a guided reading program in their classrooms, they are expected to lay a strong foundation in daily reading and writing activities (The Wright Group, 1995). Specifically, teachers should regularly engage students in sharing reading, singing, reciting poetry,
reading, talking about stories, responding to the stories through reproductions, retelling, and other literacy activities (The Wright Group, 1995). By doing these activities, it was expected that teachers were able to build a community that students could read and write independently when teachers meeting with small groups (Schulman & Payne, 2000).

**Providing differentiated instruction.** Based on the structure of the guided reading lesson and the common vision of creating a literate environment, educators developed detailed guiding strategies for teachers to make sure every child was successful and literate. (Fountas & Pinnell, 2012).

For instance, Schulman and Payne (2000) stated that small-group differentiated instruction was one of the most important guided reading strategy, which provided teachers enough time to engage all of the students in classrooms. Also, Clay (1991) agreed with the idea of engaging students with level-appropriate texts and challenging them with teachers’ guidance in small groups.

However, Fountas and Pinnell (2012) indicated that the differentiated instruction can be better accomplished when teachers grouped students with behavioral evidence. For instance, skillful teachers were able to identify students’ understanding of a text by observing their reading behaviors and discussing the text with the student (Fountas & Pinnell, 2011). Fountas and Pinnell (2011) mentioned that teachers were able to implement differentiated instruction effectively when students understood the text through a smooth and efficient process. In short, Fountas and Pinnell (2012) found that differentiated instruction of guided reading not only referred to small-group guidance, but also indicated the observation of students’ behavioral evidence.
Using leveled books and texts. In addition, Fountas and Pinnell (1996) demonstrated that using leveled books was one of the most vital guided reading strategies. Graves, Juel, Graves, and Dewitz (2011) explained that the leveled books were short and teachers could collect and create leveled texts by themselves. Schulman and Payne (2000) encouraged teachers to create the texts together and share in a common bookroom.

However, Fountas and Pinnell (2012) indicated that teachers were expected to fully use the leveled books, but not just store it. Fountas and Pinnell (2011) mentioned that some teachers created leveled texts but did not develop a systematic instructional plan to use those resources. Also, Fountas and Pinnell (2012) recommended that teachers should go beyond the analysis of the text and assist students to expand their reading abilities.

Specifically, teachers should notice that introducing text characteristics provided students diverse perspectives in reading (Fountas & Pinnell, 2012). Also, Fountas and her colleague believed that the ability of understanding text characteristics was a significant area of teacher expertise (2011). They (2011) listed 10 characteristics related to text difficulty, “genres/forms, text structure, content, theme and ideas, language and literary features, sentence complexity, vocabulary, words, illustrations, and book and print features” (p.247). Fountas and Pinnell (2012) indicated that understanding a text was far more than teaching hard vocabularies or identifying a “main idea”.

Secondly, Fountas and Pinnell (2011) demonstrated that the Fountas & Pinnell A-Z text gradient and high-quality leveled texts were great tools for teachers to identify students’ reading levels. Nonetheless, teachers should notice that not all leveled books
were equal (Fountas & Pinnell, 2012). Teachers were expected to identify the books and determine appropriate texts for students (Fountas & Pinnell, 2012).

Thirdly, Fountas and Pinnell (2011) mentioned that the A to Z text gradient was also a powerful tool for teachers to picture students’ progress over time. Also, Clay (2001) demonstrated that the text gradient worked as a ladder to guide students to make progress. However, Fountas and Pinnell (2012) recommended that although the books were leveled, they were not stone. Teachers should not situate a student at one level; instead, teachers were encouraged to combine the unique characteristics and background experiences of readers and match the analysis of their reading abilities to provide diverse texts from appropriate levels (Fountas & Pinnell, 2012).

In short, using leveled books and texts was one of the most significant strategies of guided reading, and teachers were expected to use the texts to expand students’ reading power (Fountas & Pinnell, 2011).

**Taking running records.** Running record was an essential tool for teachers to assess students, especially in the guided reading instruction (Clay, 1985; Clay 1993; Clay, 2001; The Wright Group, 1995; Shulman & Payne, 2000). Shulman and Payne (2000) explained that running record was a shorthand graphical record method for teachers to note everything, such as what the student said or did when reading a passage or book. Teachers evaluated students by coding and scoring the accurate words through the reading process (Rasinski & Hamman, 2010; Shulman & Payne, 2000). Also, teachers would summarize students’ strategies and identify their needs in literacy by doing the running record (Shulman & Payne, 2000).
Shulman and Payne (2000) demonstrated there were five steps of taking a running record. Firstly, teachers should sit by the student’s side which was good for them to see the texts and take notes. Secondly, teachers mark every response of the student on the recording sheet (Appendix A) or a blank sheet of paper. Shulman and Payne (2000) indicated that words that were read correctly were represented by check mark, and teachers do not have to record the text. Thirdly, Shulman and her colleague suggested that teachers should arrange check marks by following the words and format of the texts (2000). Next, Shulman and Payne (2000) mentioned that teachers also need to record what the child said between the discrepancies of the lines if they did not read the word correctly. Finally, teachers should use a vertical line to record page numbers and pay breaks (Shulman & Payne, 2000) (Appendix B).

Also, Shulman and Payne (2000) recommended teachers to take running records based on students’ needs. Specifically, Shulman and Payne (2000) suggested that teachers should take a running record for the student who needed extra help in reading every two or four weeks. If the child did not reach teacher’s expectation, teachers could do one more running record for the student. In addition, Shulman and her colleague indicated that teachers should take a running record every four to six weeks for students who had gained some reading strategies and were still making progress to become a proficient reader (2000). Moreover, the researchers pointed out that teachers should take a running record of fluent readers for eight to ten weeks. However, if a fluent reader started to experience difficult texts, it was recommended to take running records more frequently (Shulman & Payne, 2000).
Although the ability of coding and scoring the running records was important for teachers, Fountas and Pinnell (2012) reminded that teachers should not only focus on the skills, but also understand what the reading process look like or sound like. Iaquinta (2006) also mentioned that teachers could make a guess of students’ strategic action and fluency and compare their performances with proficient reading process.

Based on the recommended frequency of running records, Fountas and Pinnell (2012) found that teachers were able to collect useful evidence to regroup students and avoid static small groups by taking running record. In a word, the running record was one of the most significant tools of guided reading instruction (Clay, 2011; Fountas & Pinnell, 2011; Fountas & Pinnell, 2012; Rasinski & Hamman, 2010; Shulman & Payne, 2000; The Wright Group, 1995). Teachers were expected to go beyond the coding and scoring, analyze the results with a broader comparison vision and interactions between students (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012). Last but not the least was that the analysis of running records were useful evidence to support teachers group and regroup students (Fountas & Pinnell, 2012).

**Doing assessments.** Fountas and Pinnell (2011) defined assessments as obtaining information about the students teachers would teach. Shulman and Payne (2000) also mentioned that benchmark-based assessments were effective strategies for teachers to determine students’ literacy levels. Specifically, assessments provided teachers information about how to group students, and what texts were appropriate for students to read at the beginning of a school year (Shulman & Payne, 2000). The Wright Group (1995) indicated that assessments were a continuous processes for teachers to teach effectively.
Fountas and Pinnell (2011) indicated that taking systematic, ongoing running records was an effective assessment strategy. They (2012) emphasized that assessments which only took place at the beginning, in the middle, and at the end of a school year was not systematic. Similar to Shulman and Payne (2000), Fountas and Pinnell’s 2000 study demonstrated that taking ongoing running records systematically referred to assessing lower achieving students more frequently and high achieving students less frequently. Also, Fountas and Pinnell (2012) did further explanation about the texts of assessments. They stated that text selection does not follow a fixed sequence; rather, they illustrated that teacher’s selection of different books was a key component of conducting an effective assessment (Fountas & Pinnell, 2012).

Moreover, the continuous process and effective assessments required teachers to observe and interact with students (Clay, 2001; Fountas & Pinnell, 2011; Fountas & Pinnell, 2012; Shulman & Payne, 2000; The Wright Group, 1995). Fountas and Pinnell (2012) suggested teachers should not only focus on the word accuracy and text selection, but also pay attention to students’ reading behaviors. For instance, how the student behaved when reading a word that he or she could not decode correctly, or how the student behaved when reading fluently but did not comprehend the texts (Clay, 2001). Fountas and Pinnell (2012) mentioned that a brief discussion about the text at the end of assessment was an effective assessment strategy, too. Teachers were expected to ask questions about the text or have students search for the information in the sources (Fountas & Pinnell, 2011).

What’s more, fluency was another significant factor of effective assessments. Rasinski and Hamman (2010) mentioned that some educational communities were in
favor of using one-minute fluency reading to check students’ reading ability. Fountas and Pinnell (2011) indicated that deep comprehension was not synonymous with reading fluently. It was a simplistic view to measuring fluency only as words per minute, and it had a devastating effect on reading (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012; Pikulski & Chard, 2005; Rasinski & Hamman, 2010). Fountas and Pinnell (2011, 2012) explained that effective fluency assessment not only measured reading rate, but also included pausing, phrasing, word stress, and information discussion.

In conclusion, the common vision of effective assessment strategies of guided reading included systematic, ongoing running records, and ongoing adjustments to groups and reading materials (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012; Shulman & Payne, 2000). Also, effective assessments of guided reading instructions indicated that teachers measure reading rate, pausing, phrasing, word stress, as well as evaluate information discussion (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012; Rasinski & Hamman, 2010).

**Discussing the texts.** Newkirk (2011) stated that proficient readers are demonstrating comprehension, finding cues from the text, and enjoy the pleasure in following a satisfying rate when reading. Fountas and Pinnell (2012) also indicated that reading was language, and language was thinking.

**Systems of strategic action.** Fountas and Pinnell (2011) mentioned that guiding readers to use systematic strategic actions was one of the guided reading instructional strategies. Specifically, the strategic actions were categorized as thinking within the text, thinking beyond the text, and thinking about the text (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012).
In the thinking within the text category, Fountas and Pinnell (2011; 2012) listed six activities (solving words, monitoring and correcting, searching for useful information, summarizing, maintaining fluency, and adjusting) for teachers to guide students to move through the text. According to Fountas and Pinnell (2011; 2012), it was significant for students to solve words and reading accurately. Also, it was essential for readers to search for the information and reconstruct the important clues to interpret the next part of the text (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012).

Fountas and Pinnell (2011; 2012) demonstrated that the next four systems were categorized for thinking beyond the text. Activities in this system were inferring, making connection, synthesizing, and predicting (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012). Specifically, readers infer the author’s idea, which was not demonstrated directly in the text. Then, readers made connections and synthesized new ideas with their background knowledge, emotions, attitudes, and expectations based on the meaning the author expressed (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012).

The last two systems showed how proficient readers analyzed and critiqued the texts (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012). According to Fountas and Pinnell (2011, 2012), students would go back to the text, appreciate languages, analyze the use of symbolism and descriptions of the characteristics, and review the structure of the text after reading. Moreover, readers were expected to critique the text with questions, such as is it accurate, is it interesting, or is it objective.

**Facilitative talk.** Fountas and Pinnell (2011; 2012) indicated that guided reading was an instruction context. Teachers also were expected to develop the guiding reading instructional strategy in facilitating readers to talk or discuss about the texts (Fountas &
Pinnell, 2011; Fountas & Pinnell, 2012). In comparison, Clay (2001) mentioned that expert teachers should use precise languages to facilitate readers to read and guide readers to initiate effective actions to regulate themselves through the process of reading.

Fountas and Pinnell (2009) emphasized that short, focused interactions greatly assisted readers to solve problems by themselves. For instance, if teachers aimed at guiding students to search for and use meaningful information, they could ask students to try again and think what would make sense (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012).

Besides, Fountas and Pinnell (2011, 2012) mentioned that teachers could combine the observation of the readers and the opportunities provided by the text to teach student responsively. For instance, Fountas and Pinnell (2012) explained that if teachers aimed at developing students’ critical thinking skills, teachers could ask questions, such as what did you notice about the writer told the story, how did the writer organize the information, or what do you notice about the genre.

Ultimately, Fountas and Pinnell (2012) indicated that guiding students to use their readers’ notebooks was another facilitative talk to expand their comprehension of a text.

**Oral language.** Last but not the least, Fountas and Pinnell (2012) explained that one of the goals of guided reading was bringing the control of oral language to the processing of texts. Fountas and her colleague showed that lively conversation about subjects or books was one of the significant strategies to empower students’ reading abilities (2012). The reason was that when children discussed their reading, they were more likely to use the language of texts, which were more complicated than daily
conversations (Fountas & Pinnell, 2009). In other words, Fountas and Pinnell (2012) explained, guided reading should include discussions and rich conversations about texts.

**Providing various reading contexts.** Providing various reading contexts was another guided reading instructional strategy (Fountas & Pinnell, 2012). Fountas and Pinnell (2012) implied that besides small group differentiated instructions, teachers could also draw students’ attention by holding literature discussion, like running small-group book clubs with non-leveled books. Also, teachers could motivate the whole class to do interactive read-aloud with non-leveled books (Fountas & Pinnell, 2012). In addition, teachers could encourage readers to choose the books by themselves and read independently (Fountas & Pinnell, 2012). What’s more, whole-class minilessons with non-leveled books provided readers a different reading context as well (Fountas & Pinnell, 2012).

**Doing self-reflection.** Fountas and Pinnell (2011, 2012) stated that the process of self-reflection of a teacher was one of the vital guided reading instructional strategies, too. Fountas and Pinnell (2011, 2012) said that teachers learn a little more and hone their teaching skills each time they worked with small group of students. Teachers were recommended to ask themselves questions, such as what did the reader do after an error, how did my language support the reader to think, or what type of texts would the students be able to read after today’s guidance.

Although Fountas and her colleague (2012) demonstrated that guided reading as a literacy instruction was not the whole literacy program, the value of guided reading instruction could not be denied. Based on the structure of a guided reading lesson, teachers could guide students by following the guided reading instructional strategies,

**Guided Reading and Second-Language Learners**

Based on the demonstration of guided reading strategies, Avalos, Plasencia, Chaves, and Rascon (2007) mentioned that students, as well as English as second language learners, would gain benefits from the individualized instructions. Also, it was good for students to use leveled books based on their reading abilities (Avalos, Plasencia, Chaves, & Rascon, 2007). Additionally, researchers found that content-related language exposure and systematic assessments were more likely to benefit students academically (Avalos, Plasencia, Chaves, & Rascon, 2007).

Suits (2003) studied the effectiveness of guided reading instruction with second language learners. Suits (2003) did a one-school-year study with 46 first grade to third grade second language learners in an elementary school in the Netherlands. By the month of June, there were still 39 students enrolled in the school. According to Suits (2003), researcher benchmarked second language learners reading levels at the beginning of the school year. Then, the classroom teachers benchmarked the second language learners in reading and writing every ten weeks throughout the school year (Suits, 2003).
Based on Suits (2003), the reading teacher met with each guided reading group 20 minutes every school day. Moreover, all of the groups were organized by grade and reading levels (Suits, 2003). Suits (2003) also demonstrated that the reading teacher kept the groups flexible over the school year. According to Suits (2003), the reading teacher paid attention to word recognition strategies, vocabulary in context and comprehension skills in each lesson. In addition, the reading teacher engaged students in participating “cloze” activities or rewriting book patterns as follow-up activities. Also, the reading teacher used different leveled books with various genres with guided reading groups (Suits, 2003). The teacher also had a small whiteboard and marker to draw students’ attention (Suits, 2003). Students were assessed by classroom teachers based on their reading levels and grades every ten weeks (Suits, 2003). However, teachers benchmarked students more often for lower graders. For instance, first grade students were checked by the teacher more frequently than others graders (Suits, 2003).

Finally, Suits (2003) found with the comparison of benchmarked reading levels at the beginning of the school year, students made huge progress by the end of the year. Specifically, the first grade second language learners progressed an average of 2.2 levels, the second grade second language learners moved an average of 3.9 levels, and the third grade second language learners progressed an average of 3.4 levels.

Suits (2003) summarized the effective outcomes related to the use of guided reading instructions, which assisted teachers in implementing many reading strategies for second language learners. For instance, guided reading groups helped students read level-appropriate books, share ideas about the contexts, use context-related language, build self-confidence, and develop the ability of group work (Suits, 2003). Moreover,
researchers found that for students who were not yet literate, teachers were able to use guided reading instructions to facilitate students to learn letters and sounds, as well as develop the basic concept of print (Suits, 2003).

Similar to Suits (2003), Avalos, Plasencia, Chaves, and Rascon (2007) studied the effectiveness of the guided reading instruction with English language learners by using a modified guided reading instruction. Different from traditional guided reading instruction, Avalos et al. (2007) modified guided reading in the aspects of instructional cycle, texts topics, reading modeling, word work emphasization, as well as assignments. Specifically, researchers extended the instructional cycle to three or more days (20- to 30-minute sessions) each week (Avalos, Plasencia, Chaves, & Rascon, 2007). Also, the texts topics were related to students’ cultures, and teachers modeled fluency reading (Avalos, Plasencia, Chaves, & Rascon, 2007). Besides, the modified guided reading instruction focused more on facilitating correct reading strategies, morphological awareness, phonetic awareness, or phonics which connecte to the texts (Avalos, Plasencia, Chaves, & Rascon, 2007). Moreover, Avalos, Plasencia, Chaves, and Rascon (2007) guided students to make vocabulary journals and do the writing assignments connected to the texts.

Avalos, Plasencia, Chaves, and Rascon (2007) implemented the modified guided reading instruction in two classes of different middle schools. One of the classes was in a inner-city urban middle school. There were 10 students participated and received the modified guided reading instruction. The average months they had been in the U.S. were 25 months. The other class was in an urban middle school. There were 13 students who
participated and received the modified guided reading instruction. The average months they had been in the U.S. were 36 months.

After receiving the modified guided reading instruction in small groups throughout nine months, both of the groups made progresses (Avalos, Plasencia, Chaves, & Rascon, 2007). The reading level of students from the inner-city urban middle school was lower than second grade, and they moved 1.3 grade reading levels in English after receiving 24 30-minute modified guided reading sessions (Avalos, Plasencia, Chaves, & Rascon, 2007). The reading levels of students from the urban middle school were between first and fourth grades, and they moved 1.8 grade reading levels in English after receiving 36 30-minute modified guided reading sessions (Avalos, Plasencia, Chaves, & Rascon, 2007).

According to Avalos, Plasencia, Chaves, and Rascon (2007), participants learned more about reading, writing, and speaking English after receiving the modified guided reading instructions. Avalos, Plasencia, Chaves, and Rascon (2007) did a survey with participants and they found that students learned more about English sounds, and the relationships between sounds and letters. Also, participants demonstrated that the small-group format assisted them to understand the texts deeply, provided them opportunities to ask questions, and allowed them to talk about the texts with vocabularies, which they seldom used in daily life (Avalos, Plasencia, Chaves, & Rascon, 2007). Furthermore, Avalos, Plasencia, Chaves, and Rascon (2007) found that second language learners enjoyed and gained benefits by listening to teachers read aloud. Finally, the survey showed that all of the students were interested in receiving the modified guided reading instruction for future reading experiences.
Summary

According to the studies (Suits, 2003; Avalos, Plasencia, Chaves, & Rascon, 2007), guided reading played an effective role in guiding students to learn a second language. Although there were limited studies about the implementations of guided reading instruction in second language learning programs, the connections between the instruction and Chinese as a second language learning is applicable. The first connection was that Suits (2003) showed that the guided reading instruction was effective and assisted students to learn a second language. The second connection was that Avalos, Plasencia, Chaves, and Rascon (2007) indicated that even though the guided reading instruction had limitations, teachers were able to modify the guided reading approach to accommodate second language learners’ needs. Both of the studies (Suits, 2003; Avalos, Plasencia, Chaves, & Rascon, 2007) presented the possibilities of implementing the guided reading instructions in Chinese immersion programs.

Based on the literature review, it is obvious to see that guided reading is a significant and effective reading instruction which has been developed by several generations of educators (Anderson, Hiebert, Scott, & Wilkinson, 1985; Betts, 1946; Boyle & Peregoy, 1998; Clay, 2001; Ford & Opitz, 2011; Fountas & Pinnell, 1996, 2011, 2012; Frey & Fisher, 2010; Gray & Reese, 1957; Graves, Juel, Graves, & Dewitz, 2011; Iaquinta, 2006; Juel, 1988; Mullis, Martin, Kennedy, & Foy, 2007; Paratore, 1990; Pinnel, 1989; Schulman & Payne, 2000; Slavin, Madden, Dolan, & Waski, 1996; Spache, & Spache, 1986; Taylor, Pearson, Clark, & Walpole, 1999; The Wright Group, 1995, 1996; and Wood, Bruner, & Ross, 1976). Additionally, the guided reading instruction not only includes useful reading approaches to guide students to read (Clay, 1985, 1991,
CHAPTER THREE

Project Description

Introduction

The purpose of this capstone is to investigate the research question “How can I design a guided reading curriculum for Kindergarteners in Chinese immersion program settings while meeting the state and district requirements?” Chapter One introduced the reasons why I developed this question. Chapter Two reviewed the development of guided reading instruction and summarized the guided reading facilitation strategies. By reviewing the literature of guided reading instruction, basic ideas of the guided reading curriculum in Chinese immersion Kindergarten settings were developed. Chapter Three will demonstrate a detailed designing process of the guided reading curriculum for Kindergarteners in a Chinese Immersion program.

According to the Minnesota Academic Standard English Language Arts K-12 (2010), the Reading Benchmarks for Kindergarteners is 0.1.10.10 and 0.2.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

Based on the research findings, reading benchmarks and the strategies which were introduced in Chapter One and Two, there was no published systematic guided reading
curriculum for Chinese Immersion Kindergartens. Chapter Three will provide an overview of the project and showed the purpose of the study was to create a guided reading curriculum for Chinese immersion Kindergarten programs. Specifically, the design of this guided reading curriculum adapts the summaries of the guided reading strategies, such as choosing appropriate reading materials for students’ literature levels, personal enjoyments, interests, and academic tasks.

Methods

Setting and Participants

The guided reading curriculum will be implemented for Kindergarteners in a Chinese immersion program in the first ring suburban school district of a major Midwest city. The school district had 6,820 students in 2016-2017 school year. There were 54.4% White students, 21.7% Black/African American students, 9.4% Hispanic/Latino students, 7.2% students of two or more races, 6.8% Asian students, 0.4% American Indian/Alaska Native, and 0.1% Native Hawaiian/Pacific Islander students (Minnesota Report Card, 2017). According to the Minnesota Report Card (2017), 36.3% students qualified for Free/Reduced Priced Lunch, 14.0% students received Special Education Service, 8.4% students were English Learners, and 1.0% students were Homeless. Based on the data above, the school district is diverse, and students might live in middle-class or less wealthy families.

In addition, the elementary school which I will implement the guided reading curriculum offers English and Chinese Immersion programs. The Chinese Immersion program is the only Chinese Immersion program in the school district. In the 2016 to
2017 school year, the program served 312 students and consists of 63.5% White students, 17.3% Asian students, 9.9% students of two or more races, 4.8% Hispanic/Latino students, 4.2% Black/African American students, and 0.3% American Indian/Alaska Native students (Minnesota Report Card, 2017). According to the data and my teaching experiences in the program, most of the students were English or Spanish speakers and came from middle-class or upper-income families.

The guided reading curriculum was designed for Kindergarteners in the Chinese Immersion program. In addition, the guided reading instruction follows the reading benchmarks of the Minnesota Academic Standard English Language Arts K-12 (2010). Also, I chose appropriate levels of texts for students to read. The texts were short stories which made up with easy sentences and basic characters in Kindergarten Language Arts curriculum. Moreover, the texts related to students’ personal enjoyments, interests, cultures, and academic tasks.

Paradigm

In order to guide students to have further development of reading, I adapted the “backward” unit model from Wiggins and McTighe (2005). In the book, Understanding by Design, Wiggins and McTighe (2005) designed the model with three stages. The first stage was Desired Results, which guided teachers to establish goals, identify essential questions and teacher expectations for students in this unit. The second stage was Assessment Evidence. Teachers were expected to demonstrate specific performance tasks and observe other evidence to evaluate students’ understanding of the unit. Finally, the third stage was Learning Plan. Teachers were expected to outline the detailed learning
experiences and instruction which would enable students to achieve the desired results (Appendix C).

The “backward” unit model by Wiggins and McTighe (2005) provided me a general frame of how to design the curriculum. The structure of a guided reading lesson, which I introduced in Chapter Two, aided me to develop a more detailed plan for each guided reading plan.

As Fountas and Pinnell (2011) demonstrated, the structure of a guided reading lesson included seven steps. The first step was selecting a text, which referred that teachers should select a text that is level-appropriate and able to provide new learning for the group of students. The second step was introducing the text, which indicated that teachers should introduce the text to guide the reading and leave readers to answer some questions. The third step was reading the text, which meant students would read the text silently or orally by themselves. During this time, the teacher would interact with students briefly to teach, prompt, and emphasize reading strategies. As students finish reading, teachers moved to the fourth step, discussion of the text, which required teachers to work as a facilitator to guide students to discuss and deepen their understandings of the text. Next, the teaching points step indicated that teachers should demonstrate teaching points clearly, explain the text deeply, and guide students to expand their system of strategic actions. Then, the teacher reached to the sixth step which was assisting students to recognize the words flexible and efficient with explicit reading instruction. The last step was an optional choice. Teachers could extend students' understanding of the text with writing or drawing if students need to use the word again in the future (Appendix D).
Although the structure by Fountas and Pinnell (2011) was well planned, I adjusted some steps for students based on their literacy skills and learning tasks because the guided reading curriculum was implemented in a Chinese Immersion program for Kindergarteners. For instance, for students who had difficulties in recognizing or reading Chinese in a limited amount of time, I guided them to read silently or read in pairs. As students were able to read the texts independently, I facilitated them to use academic languages to answer my questions about the texts. For students who had higher literacy skills, I asked questions which lead them to discuss. For students who needed more help in comprehension and speaking, I focused on building their confidence and interests in speaking Chinese and asked them basic questions about the texts.

By combining the “backward” unit model and the structure of a guided reading lesson, I was able to design a unit template which worked for my needs of the guided reading curriculum in Chinese Immersion programs for Kindergarteners while meeting the state and district standards (Appendix E). In each lesson, I did some changes to the templates based on my plans when implementing the guided reading instruction to different literacy levels of students.

**Curriculum Overview**

The curriculum is based on the Minnesota Academic Standard English Language Arts K-12 for Kindergarteners. The reading benchmarks were 0.1.10 and 0.2.10, which states to “actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks” (Minnesota Academic Standard English Language Arts K-12, 2010)).
By reviewing the literature in Chapter Two, learning the unit design model by Wiggins and McTighe, I created the guided reading curriculum. Additionally, the guided reading lesson structure by Fountas and Pinnell and the state standards assisted me to develop ideas about how to group students, level reading materials, and assess the curriculum.

**Grouping Students**

By reviewing the studies about guided reading strategies in Chapter Two, I learned that the first step teachers should do was grouping students. In this curriculum, I planned that students will be separated into five groups based on their literacy levels.

Firstly, I will use the results of the latest interim exam to arrange students in five different groups. The guided reading groups will be organized after the Winter break because the Kindergarteners had no Chinese language or characters background when they came to the school in September. I will organize the students based on their Chinese literacy skills in January. Fountas and Pinnell (2009) summarized that teachers should keep the groups flexible. I will change the groups every two or three weeks by observing and evaluating students’ reading performances and academic needs throughout the semester.

In order to identify groups, I will mark the groups with different colors. The five groups will be represented as the rainbow colors of red, orange, yellow, green, and blue. Students with highest literacy skills will be grouped in the red group. Then, students will be organized in different literacy groups by following the order of the colors. Students
who need most of the help in literacy will be grouped in the group of blue. Using the rainbow colors will help me find the students and prepare for the lessons efficiently.

What’s more, the teaching strategies and the guided reading activities will be different among groups. For example, students who are assigned in group red will receive more challenging activities, which require them to think and discuss independently. Students who are assigned in group blue will have more activities which focus on their misinterpretations and speaking skills. These activities will be similar but different among groups. The main goal of the guided reading instruction is to build students’ interests and confidence in reading and speaking in Chinese.

In conclusion, students will be grouped into five different groups based on their January literacy levels. Students will be regrouped every three or four weeks. I will use rainbow colors to help me prepare the lessons efficiently.

**Guided Reading Notes**

After grouping students, I created a teacher note for each group of students. Since each group will be represented by a color, the notes for each group were printed by those rainbow colors. Then, I printed students’ names on a white paper and stuck it in the name section of each page. Since the groups will be flexible, the names of each group of students will be changed every three or four weeks. So I preferred to stick the names on each page every three weeks.

This was the note for teachers and could be applied for all of the groups. The goal of the note was to track the process of each group of students.
Table 1

Guided Reading Teacher Note

<table>
<thead>
<tr>
<th>Name ____________________</th>
<th>Date ____________________</th>
</tr>
</thead>
</table>

Text:

Review:

Characters to Explore:

Key Sentence Structure:

Discussion Questions:

Students Note:

Teacher Reflection:

Reading Materials

The major reading materials which I used in the guided reading curriculum were the *Happy Reading Series* published by the EPB Pan Pacific (2008) in Singapore. The series included 60 books. I listed the name of the books in resource list in Appendix G.
Although the books were categorized by topics, such as families, food, seasons, animals, and so on, they were not leveled as Fountas and Pinnell (2009) mentioned. Besides, this was a Chinese immersion program, and students learned Chinese since September. The number of the characters that they were able to recognize were limited.

Based on all of these reasons, I decided to level the books into five levels according to the contents we were learning, such as family members, action words, food, animals, directions, colors, and jobs. In other words, Level 1 was the topic of family members and action words, Level 2 was the food topic, Level 3 was the animal topic, and Level 4 were the topics of directions and colors. Level 5 was the job topic. The first reason I leveled the books based on the five topics was that they were the teaching sequence in our Language Arts curriculum. In my teaching practices, I found that students tended to memorize the things teachers repeated more frequently. Students learned the topic of family members since the first week of school. I started the guided reading instruction from January. Making the family members as the first level not only assisted students to review previous knowledge and develop the confidence of reading a book by themselves but also helped them get used to the guided reading instruction. More importantly, in Chinese language learning, the characters become more and more difficult for students to recognize in the topics of animals and jobs. So I made the topics which required students having more characters background and preparation as higher levels.

In addition, some of the texts linked to other topics, and I categorized the text level based on the sentence structure and the number of new characters for students to learn. For instance, if the text was related to family members and the New Year food, as well as that it included three sentences per page or conversations, I leveled the text as
Level 2, *Food*. If the text was about family members and animals, and students have learned those animals, I categorized the book into Level 1, *Family Member and Action Words*. Moreover, in order to guide students to learn the most critical things, I emphasized the main topic of each level during the guided reading instruction in small groups with students. For instance, I emphasized family members if the text also related to food.

I leveled the books based on our Language Arts contents and students learning needs. The levels or the sequence of the books could be adjusted according to students’ learning needs when I implement the guided reading instructions. This paper mainly focused on the level 1 *Family Member and Action Words* (i.e. the first four weeks) guided reading lesson plans (Appendix F). The guided reading materials and teaching sequence of each text for Level 2 to 5 were listed in Appendix G.

Furthermore, during the guided reading instruction, I will ask students to use their fingers to point at each Chinese character. The strategy not only helps them develop the idea of the relationship between characters and phonetics but also assists them to become aware of the morphology of each character.

In order to guide students to read with the guided reading instruction, I leveled the series of books into five different Kindergarten Language Arts contents. The final goal of the guided reading instruction and book leveling were assisting students to develop literacy skills.
Timeline

The guided reading curriculum will start after the Winter break and end by the end of the school year. The total length of the curriculum is 20 weeks. Each group of the students will receive one session of the guided reading instruction once a week. Then, I will add up to two sessions of the guided reading instruction according to students’ literacy needs. Finally, students will receive up to three sessions a week when we finished most of the Language Arts contents.

Table 2

*Instruction Timeline of the Guided Reading Curriculum*

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Number of Session/Week</th>
<th>Reading Materials (Happy Reading Series, 2008)</th>
<th>Levels and Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 – Week 4</td>
<td>One</td>
<td>Same books with level-appropriate activities for each group</td>
<td>Level 1—Family Members &amp; Action Words</td>
</tr>
<tr>
<td>Week 5 – Week 8</td>
<td>Two</td>
<td>Same/Different books with level-appropriate activities for each group</td>
<td>Level 2—Food</td>
</tr>
<tr>
<td>Week 9 – Week 12</td>
<td>Two</td>
<td>Same/Different books with level-appropriate activities for each group</td>
<td>Level 3 – Animals</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----</td>
<td>---------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Week 13 – Week 16</td>
<td>Two/Three</td>
<td>Same/Different books with level-appropriate activities for each group</td>
<td>Level 4—Directions &amp; Colors</td>
</tr>
<tr>
<td>Week 17 – Week 20</td>
<td>Three</td>
<td>Different books with level-appropriate activities for each group</td>
<td>Level 5—Jobs &amp; Review</td>
</tr>
</tbody>
</table>

In this paper, I planned the first four weeks’ guided reading plans, which were also Level 1 *Family Member and Action Words* of the guided reading curriculum. The reason I made this plan was that students vary from year to year. I could not predict students’ literacy levels and the level-appropriate activities for them in the next four units. It would be more efficient to plan the guided reading curriculum when I knew the students and be familiar with their literacy skills. So I decided to plan the first four weeks guided reading instruction for students and then made further lesson plans for the following units during the teaching over the next school year.
In conclusion, the guided reading curriculum was a 20-week small group instruction plan for Kindergartners after the Winter break. Students will receive different session each week based on their literacy levels. I planned the first four weeks guided reading instruction plans in this paper. I will make further development for the next three units over the next school year due to the consideration of students’ actual literacy levels and learning needs.

**Assessment**

According to Chapter Two, effective assessment strategies of guided reading included systematic ongoing running records, reading rate, pausing, phrasing, word stress, and information discussion (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012; Rasinski & Hamman, 2010; Shulman & Payne, 2000). Based on the research studies, I will assess students by asking them questions about the text every time we do the guided reading groups. Also, I will observe students’ reading behaviors and make notes for each of them when they read the text individually. Students are expected to achieve the goals of each guided reading lesson.

From a long-term view, I will use ongoing running records to trace students’ reading rate and observed their pausing, phrasing, and information discussion every four weeks. After assessing students, I will combine the latest interim assessment for each student and rearrange the groups according to the evaluation. All of the specific lesson plans were listed in Appendix F.

Finally, I will do formative assessments in every session to track students’ literacy achievements. Each group has differentiated lesson plans and the assessments are different among the groups. As we finish a unit and move to the next topic, I will do
summative assessments to evaluate students’ literacy levels and reorganize the groups based on the results of the evaluations.

Summary

The guided reading curriculum achieved the reading benchmarks of the Minnesota Academic Standard English Language Arts for Kindergartners. In addition, by adjusting the “backward” model and guided reading lesson structure, the guided reading curriculum fits students’ needs in the Chinese Immersion program. Moreover, students will be able to improve their Chinese reading and speaking skills after being guided by teachers to read and discuss with academic languages.

Chapter One introduced the motivation and necessity for teachers in Chinese Immersion programs to implement the guided reading curriculum. Chapter Two reviewed the development of guided reading instruction with a historical perspective and summarized the strategies for teachers to implement the instruction in current school settings. Chapter Three demonstrated the methods and paradigms in the process of designing the curriculum, outlined the process through which the curriculum was planned, as well as that answered my research question “How can I design a guided reading curriculum for Kindergarteners in Chinese immersion program settings while meeting the state and district requirements?”

Chapter Four will reflect how I designed and planned to implement the curriculum in the Chinese Immersion program settings for Kindergarteners. I will discuss the effectiveness of the curriculum model, what I have learned through implementing the curriculum, and the places where I can improve the make the curriculum better.
CHAPTER FOUR

Conclusions

Introduction

The purpose of the capstone is to investigate the research question “How can I design a guided reading curriculum for Kindergarteners in Chinese immersion program settings while meeting the state and district requirements?”

This chapter mainly focuses on the reflection of the guided reading curriculum design in Chinese Immersion Kindergartens. Specifically, during the process of developing the curriculum, I accumulated many experiences as a researcher, writer, and learner. Also, I found that the most important literature reviews for my capstone were the topic about doing assessments. The literature reviews about how to assess students with the guided reading instruction gave me a different perspective and influenced the lesson plans of the curriculum.

Moreover, according to the development of the Language Arts curriculum in our Chinese Immersion program, we will have a stronger emphasis on students’ oral skills. The implementation of the guided reading curriculum will not only assist students’ reading but also speak skills. The greatest limitation of the curriculum is a lack of the lesson plans of Level 2 to Level 5.
Furthermore, the curriculum model of the guided reading curriculum can be used for other subjects’ curriculum design. Based on my findings, I recommend teachers should adjust the model according to students’ actual needs. I will use the results of the curriculum as indicators to adjust not only the guided reading curriculum but also the Language Arts teaching strategies.

**Reflection**

The process of self-reflection of a teacher was one of the critical guided reading strategies (Fountas & Pinnell, 2012). In this chapter, I will reflect the capstone process as a researcher, writer, and learner. Also, I will review the literature reviews, discuss the possible implications, and analyze the limitations of the guided reading curriculum. Lastly, I will talk about the future implications and the use of the curriculum results.

**Curriculum Development Process**

The curriculum development process was a valuable experience for me. During the process, I learned to be critical as a researcher, to be logical as a writer, and to become a growth-mindset learner.

**Learning as a researcher.** I learned to be critical as a researcher through the capstone process. I never reviewed over twenty research studies before writing the chapter of the literature review of the capstone. It was a challenge for me. Since the purpose of the capstone was designing a guided reading curriculum for Chinese Immersion Kindergarten programs, I needed to review the studies of the guided reading instruction from a historical perspective.
Due to this reason, I read many books and studies from the 1930s to 2000s. In the first few weeks of the reading, I was strapped by the details of the literature. However, after reading several studies of the guided reading instruction, I realized that not all the ideas on the books or studies were the same. In other words, I have to be critical and to find the most useful studies to support my curriculum design.

For example, I reviewed two studies to support the advantages of implementing the guided reading instruction in second language learning programs. Although I knew the section of Chapter Two would be stronger if I reviewed three or four studies, especially studies in Chinese Immersion settings, I chose to use those two studies eventually. The reason was that there were limited studies demonstrated the advantages of implementing guided reading instruction in immersion or second language learning settings. I read lots of studies stating the effectiveness of implementing the guided reading instruction in regular English settings. Although the studies suggesting the advantages of guided reading, I decided to be critical and found the most useful findings to support the capstone.

I struggled with many studies during the literature review section. There were countless chances I chose to give up and used less effective studies. However, I kept asking myself the reason I chose to design the guided reading curriculum. I knew I have to be critical as a research first. Then, I was able to design an effective guided reading curriculum for Chinese Immersion Kindergarten programs.

As a researcher, I learned to be critical through the capstone process.
Learning as a writer. I learned to be logical as a writer through the capstone process. English is not my first language. Although I spoke English about ten years, the writing was always a challenge for me. The process of developing the guided reading curriculum not only practiced my writing skills but also promoted my logic in writing.

For example, both of the literature review and the design of the guided reading curriculum required systematic logic. In the literature review, I needed to summarize and review the studies in a longitudinal logic. Also, during the process of summarizing the guided reading instructional strategies, I needed to review various studies and list them in a logic of less-content-related to most-content-related. The process of the curriculum design also required logic. I not only needed to coordinate the guided reading instructional strategies which I reviewed in Chapter Two but also needed to list the rational and the preparation of the curriculum in a logical sequence.

As a writer, I learned to be logic through the curriculum development process.

Learning as a learner. I learned to become a growth-mindset learner through the process of curriculum design. I used to think that I must do everything perfectly when once I started. However, this idea gave me much pressure when I designed the curriculum. Finally, I learned that everything was not perfect initially during the curriculum development process.

It was unexpected that my plans about the guided reading curriculum changed several times during the process. I first decided to level all of the books in the Happy Reading Series (2008), and then gave each group level-appropriate texts in each session. Although this was a good plan and similar to the guided reading design by Fountas and
Pinnell (2001), it was difficult to plan when I did not know students’ literacy levels. I spent much time thinking about the plan and leveled the guided reading materials. However, I realized the complexity of the first plan when I planned the lessons without knowing students’ literacy levels.

Then, I planned to do the guided reading instruction by using the same text for each group. This plan seemed much easier to design and implement, but it also indicated that students would be taught in different groups without any differentiations. It was not a guided reading instruction. At this point, I kept asking myself if it was impossible to develop a guided reading curriculum in Chinese Immersion Kindergarten. However, I knew I must create the curriculum and it would help the Kindergarteners, who knew nothing in Chinese in September, become more proficient in reading and speaking when they graduate from Kindergarten by the end of the school year. So I kept revising and adjusting the guided reading plan.

Based on previous plans, I realized that I should have differentiations for each guided reading group. More importantly, I found that it was applicable and necessary to use the same text for each group of students. The reason was that students had very little Chinese knowledge background in September. Although they learned nearly 100 Chinese characters by the end of December, they needed support when they read new texts. Also, students who were in higher literacy groups needed the same amount of time and effort to be familiar with the guided reading instruction. So I planned to use the same texts but different guided reading instruction strategies for each group.

However, new questions came. Which text should be the taught first? Do I need to level the reading materials of the Happy Reading Series (2008) again? These questions
made me check the contents and the Language Arts curriculum of our Chinese Immersion Kindergarten program.

By combining the Language Arts Curriculum in our Chinese Immersion Kindergarten, I decided to level the reading materials of the Happy Reading Series (2008) again. However, the books were leveled by topics to coordinate with our Language Arts curriculum. For example, the topics of the Language Arts curriculum were taught in the sequence of family members, action words, food, animals, directions, colors, and jobs. So I leveled the reading materials in five levels by following the same topic sequence. Also, the levels of the reading materials went up from family members to jobs, from the topic of earliest-to-learn to later-to-learn. After leveling the reading materials again, the first guided reading material was easy to choose. I chose the text which included the most common family member titles and the simplest sentence structure.

During the curriculum development process, I not only learned to be a critical researcher and a logical writer but also learned to become a growth-mindset learner.

Revisit the Literature Review

Chapter Two reviewed over twenty studies about the development and instructional strategies of guided reading approach. Among these literature reviews, I found the most important parts were the assessment strategies in the capstone.

The reason was that the literature reviews of doing assessments cleared my misinterpretations of the assessment approach of guided reading. I used to think checking students’ reading fluency was the most effective assessment approach. However, through the process of reviewing the works of literature, I found that Shulman and Payne (2000),
Clay (2001), and Fountas and Pinnell (2011) demonstrated benchmark-based assessments were effective strategies for teachers to determine students’ literacy levels. Specifically, the effective assessment strategies of guided reading included systematic, ongoing running records, and ongoing adjustments to groups and reading materials (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012; Shulman & Payne, 2000). Also, effective assessments of guided reading instructions indicated that teachers measure reading rate, pausing, phrasing, word stress, as well as evaluate information discussion (Fountas & Pinnell, 2011; Fountas & Pinnell, 2012; Rasinski & Hamman, 2010).

After reviewing the literature about the assessment strategies of guided reading approach, I realized that I should not only focus on students’ reading fluency but also emphasize on taking running records, measuring reading rate or pausing, observing reading behaviors, as well as evaluating information discussion. During the process of developing guided reading curriculum, I had a great emphasis on the guided reading assessments in each instructional session. Also, I tried to implement the strategies, such as observing students’ reading behaviors and creating information discussion opportunities. Moreover, I planned to take running records and measure students’ reading rate, pausing, and other reading behaviors every four weeks in the curriculum design.

More importantly, I established new connections about the literature reviews of assessment strategies in guided reading instruction during the curriculum development process. Since I focused on developing guided reading curriculum for Chinese Immersion Kindergarteners, not all of the strategies which listed in the literature reviews could be used in the curriculum. For example, Fountas and Pinnell (2011, 2012) stated that effective reading fluency assessment included the measurement of reading rate, pausing,
phrasing, word stress, and the information discussion. I implemented the strategies of measuring reading rate, pausing, phrasing, and the information discussion in my curriculum design. However, I did not plan to assess students’ word stress. The reason was that we do not have word stress in Chinese pronunciation but rather the tones of each Chinese character. The literature reviews of the assessment strategies not only assisted me to develop an assessment list but also helped me make new connections and understandings to coordinate with the actual needs of the guided reading curriculum design.

In short, the literature reviews of the assessment strategies had a great impact on the development of guided reading curriculum for Chinese Immersion Kindergarten programs.

**Possible Implications of the Guided Reading Curriculum**

According to the health curriculum, students are expected to be able to tell their feelings and identify healthy and unhealthy food. Based on the requirements of the health learning contents, I believe we can integrate the guided reading approach with the health curriculum. For example, I can find some texts which relate to feelings or healthy and unhealthy food. One of the possible implementations is using the guided reading approach to guide students to read the texts about health topics in small groups.

Similar to the cross-subject integration with health curriculum, another possible implication of the guided reading curriculum is coordinating social studies learning. For example, students will read level-appropriate social studies texts in small groups with teachers’ guidance.
In short, the possible implications of the guided reading curriculum for Chinese Immersion Kindergarten programs are cross-subject integration with health and social studies learning. The implications not only further develop students’ understandings of the subjects of health and social studies but also coordinate the curriculum requirements and policy implications in our Chinese Immersion program.

Limitations

The curriculum development process not only developed my growth mindset in curriculum design but also made the guided reading curriculum adjustable based on students’ needs. Since I used the “backward” unit model to design the guided reading lesson for each group, the teaching objectives and assessment evidence were listed before the learning plans. During the implementations of the guided reading curriculum, if the lesson plans were not level-appropriate for a group of students, I was able to go back to the model and revise the lesson activities and instructional strategies without making a great change in the curriculum.

Although the curriculum was adjustable based on students’ needs in future implementations, this paper mainly focused on planning Level 1, the first four weeks of the curriculum. This is the first limitation of the paper.

However, the reason I only planned for the first four weeks was that it would be more efficient to plan for the first unit and develop lessons for Level 2 to Level 5 after knowing about students’ actual literacy levels and learning needs. The first four-week lesson plans were the start of the guided reading curriculum. Also, it was a process for students to get ready for the guided reading instructions. Besides, it was an appropriate
phase for me to practice planning the lessons for the curriculum for the coming school year.

The limitation of this paper can be changed after implementing the first four-week guided reading lessons for each group of students. I will take running records for each student. I will evaluate the number of characters they can recognize, the reading rate, pausing, phrasing, and word stress. In addition, I will discuss the text with them to check if they are able to understand the text and use academic language to talk about the information. Moreover, since we need to do the interim exam for students every two months, I will combine the results of the running records and the latest interim exam reports to regroup students. As I planned in Chapter Three, I will do the summative exam every four weeks, which was also the period of one unit. I will keep the groups flexible based on students’ literacy levels.

Also, according to the curriculum plan, I will keep designing the lessons for each group based on students’ literacy skills and learning needs. Additionally, I will differentiate the learning activities for each group of students in every lesson. For instance, as we are moving to Level 2, the unit of food, I will give each group two sessions a week and differentiate their learning activities as the first unit. For example, for students in group red who have higher literacy levels, I will guide and encourage them to read the text independently. However, for students in group blue who have lower literacy levels, I will facilitate them to read the text by reading aloud or doing whole group reading before having them read the text by themselves. Level 3 is the unit of animals. I leveled 8 books in this level and will have students do level-appropriate activities to read each text as well. Level 4 is about directions and colors. Students will
read books about directions and colors with differentiated activities. There are 12 books in this level. Level 5 is the unit of jobs and review. I will guide students to read books about different jobs and review previous topics.

All of the books were listed by levels and topics in Appendix G. I believe with the timeline of the guided reading curriculum, the curriculum will have an effective implementation for our Chinese Immersion Kindergartens.

Another limitation of this paper is that there are not enough books about the topic of jobs. I planned to have two to three sessions for each group a week in Level 5, Jobs and Review. However, after leveling the Happy Reading Series (2008), I only found 12 related texts in the series.

In order to make the curriculum effective for students, I need to do more research on the topic of jobs. I will search the appropriate texts in our classroom or school library. If there are no appropriate reading materials, I will create the text by myself.

Moreover, using the same reading materials in Level 4 and Level 5 can be the last limitation of this paper. My current design for the guided reading curriculum was to have all of the groups use the same reading materials with differentiated learning activities. However, I think students’ literacy levels and learning needs might be very different after learning the first three units. In order to make the curriculum effective for students, I will differentiate reading materials for each group in the guided reading sessions in Level 4 and Level 5.

In conclusion, although I developed the first four-week guided reading lesson plans for the curriculum in this paper, lesson plans of other levels will be further
developed as I know students’ actual literacy skill and learning needs. Additionally, although I did not find enough texts for Level 5 Jobs and Review, I will search the classroom and school libraries to fulfill students’ learning needs. Furthermore, although I planned to use the same texts for all of the students in the guided reading instruction process, I will differentiate the texts in Level 4 and Level 5 after knowing students’ actual literacy abilities.

**Future Implications in Related Areas**

According to the resources, I developed through the guided reading curriculum process, I believe the adjusted “backward” design template in Appendix E can be used in other curriculum designs. Based on the "backward” design template in Appendix C, I adjusted it according to the state and school district requirements, school Language Arts curriculum, and predicted students’ literacy abilities.

The adjusted “backward” design template is useful for other curriculum development is because the model shows three common stages, desired results, assessment evidence, and learning plans. In other words, the template showed me a general frame of designing a lesson or unit by thinking about the teaching objectives and assessment methods first. Then, as the teacher was clear about the goals for the lesson, the learning plans became easier for teachers to design.

Based on the characteristics of the adjusted “backward” design template, it had an effective impact on the guided reading curriculum design. Similar to this curriculum development, I believe the three stages can be applied in all curriculum designs, such as science, social studies, or health.
Additionally, as I mentioned in the section of possible implication, the guided reading curriculum project can be integrated with other subjects. For example, teachers can integrate the topics of health with the guided reading curriculum to deepen students’ understanding of feelings or healthy and unhealthy food.

Moreover, I recommend people who will adapt my guided reading curriculum to use level-appropriate texts or books for students. Based on my experiences of choosing level appropriate texts for students, teachers should be able to know and predict general literacy levels of students according to the state, school district and program requirements. Since I knew most of the Kindergartners’ literacy levels in our program, I found the Happy Reading Series (2008) was appropriate for students. There were many reading series in the book market for Chinese Immersion programs. I recommend teachers should always remember to choose level-appropriate texts for students before using my curriculum.

In short, the adjusted “backward” design template can be applied in all curriculum designs, such as science, social studies, or health. Also, teachers can integrate the guided reading curriculum with other subjects to deepen students’ understanding of specific content. Lastly, I recommend teachers should choose level-appropriate texts for students when adapting the guided reading curriculum.

The Communication and Use of the Guided Reading Curriculum Results

The section above displayed a detailed demonstration of the implementations of the guided reading curriculum. As I mentioned above, I intend to implement the first four-week lesson plans directly when students come back from the Winter Break, based
on the experience of the curriculum development process. Although I know the current lesson plans of the curriculum are not perfect, I must implement the lesson plans in the classroom first. With the implementations of the guided reading curriculum, I will do self-reflection and understand students’ actual learning needs and literacy levels. I believe that the implementation of the curriculum helps me do a further adjustment and better plans for students.

After implementing the guided reading curriculum, I will communicate the results by doing a horizontal analysis of the results of running records, the interim exams, as well as students’ daily conversation in schools throughout the school year. Specifically, I will compare the results of the running records for each student from January to June. Also, I will make a comparison of the interim exams for each student. If the results of running records and interim exams of a student become better and better throughout the school year, it means the curriculum is effective. If the results of those reports do not have obvious change, it means that I should change the guided reading instructional strategies and make it more level-appropriate for students.

Additionally, I will not only communicate and use the curriculum results by comparing the data but also focus on observing students’ oral skills. One of the goals of the Language Arts curriculum in our Chinese Immersion Kindergarten was developing students’ oral skills. I will observe the frequency of students using Chinese in daily communication with classmates. Although I encouraged students to speak Chinese as much as they could in the classroom, limited Chinese language skills did not allow them to express their ideas. However, with the implementation of the guided reading curriculum, students should know enough words, phrases, and sentence structures to do
daily conversations. So I will assess the curriculum by observing students’ oral skills, such as taking anecdotal notes, taking electronic recordings, and so on.

In short, the implementation of the guided reading curriculum will communicate and guide me to design each lesson becomes more level-appropriate for students. Also, I will communicate and use the curriculum results by comparing and analyzing students’ running records and interim exams throughout the school year. What’s more, I will observe students’ oral skills to further communicate with the curriculum as well.

Summary

Through the capstone process, I learned to be critical as a researcher, to be logic as a writer, and to become a growth-mindset learner. The literature reviews provided me strong scientific evidence to design and implement the guided reading curriculum for Chinese Immersion Kindergarten programs. The most influential literature reviews for the curriculum development were the summaries of guided reading assessment strategies.

Although I developed the first four-week guided reading lesson plans for the curriculum in this paper, lesson plans of other levels will be further developed as I know students’ actual literacy skill and learning needs. Additionally, although I did not find enough texts for Level 5 Jobs and Review, I will search the classroom and school libraries to fulfill students’ learning needs. Furthermore, although I planned to use the same texts for all of the students in the guided reading instruction process, I will differentiate the texts in Level 4 and Level 5 after knowing students’ actual literacy abilities.
Although there are three limitations need to be fixed through the implementation of the curriculum, the guided reading curriculum can be further implicated in other areas. For example, the curriculum can be integrated with other subjects to deepen students’ understanding of specific content. Moreover, the adjusted “backward” design template can be applied in all curriculum designs, such as science, social studies, or health. Furthermore, I recommend that teachers who will adapt the guided reading curriculum should choose level-appropriate texts for students.

Lastly, in order to communicate and better use the results of the guided reading curriculum, I compare and analyze students’ running records interim exams throughout the school year. What’s more, I will observe students’ oral skills to further communicate and use the curriculum as well.

Through the guided reading curriculum design, I adapted the “backward” unit model from Wiggins and McTighe (2005). The curriculum model worked as a light to guide me to plan each lesson. For instance, I had five different literacy groups to plan for each text. I sometimes had no idea how to plan such similar teaching objectives for five groups of students with various literacy levels. However, the first stage Desired Results and the second stage Assessment Evidence of the curriculum model always gave me ideas.

In addition, the curriculum model worked as a map to guide me to plan each lesson. For instance, I sometimes lost my thoughts when planning a lesson for five groups with different literacy levels. The curriculum model worked as a map to show me where I was and how many steps I should think about.
Moreover, the curriculum model worked as a frame to remind me what needs to be planned. For instance, during the curriculum development process, I always found I had many activities need to plan. However, the more activities I thought about the more I forgot other significant points. When I planned the third-week lesson plan for group red, I went down to the third stage—learning plan directly. However, I found I had no idea what to do. Then, I went back to the model and realized that I forgot planning the teaching objectives and assessment evidence.

By using the “backward” unit model as the curriculum model for my curriculum, I planned the curriculum effectively. The curriculum model not only worked as light to show me how to plan each lesson but also played as a map to show me where I was during the planning process. More importantly, the curriculum model was a frame for me throughout the curriculum development process.

Additionally, during the curriculum development process, I not only learned to be critical as a researcher, to be logic as a writer but also became a growth-mindset learner. With the learning experiences through the capstone process, I believe I will be able to further develop the guided reading curriculum in the coming school year. Also, I will be confident of developing other curriculums in the future.

One of the characteristics of the guided reading curriculum was flexibility to be adjusted based on students’ learning needs. Also, the curriculum performed most of the effective guided reading instruction strategies which I reviewed in Chapter Two. For example, developing a literate environment, providing differentiated instruction, using leveled books and texts, taking running records, doing assessments, discussing the texts, providing various reading contexts, and doing self-reflection (Clay, 1985, 1991, 1993,
Based on these characteristics, I developed the first four-week guided reading lesson plans for the curriculum in this paper. The reason was that the lesson plans for Level 2 to Level 5 would be more effective for students after knowing their actual literacy skill and learning needs. Moreover, in order to make the curriculum effective, I plan to take running records for each student every four weeks and evaluate students’ latest interim exams. These data were not only indicators to regroup students every four weeks but also reports about the effectiveness of the implementation of the guided reading curriculum.

After reflecting the curriculum model, reviewing the development process, summarizing the characteristics, planning for other levels, and introducing the communication and use of the curriculum results, I found that I need to find more reading materials about the topic of jobs, and differentiating the texts for each group in Level 4 and Level 5 to make the guided reading curriculum more effective for students.

Finally, I believe I will find more limitations of the paper which need to be fixed after implementing the curriculum. However, I am no longer afraid of changing and have developed a growth mindset in the process of developing the guided reading curriculum.

The purpose of the capstone is to investigate the research question “How can I design a guided reading curriculum for Kindergarteners in Chinese immersion program settings while meeting the state and district requirements?” First, I demonstrated the
reasons and necessity for Chinese Immersion Kindergartens to develop the guided reading curriculum. Then, I reviewed the literature about the development of the guided reading instruction. Also, I summarized and listed the effective guided reading instruction strategies. Next, I introduced the background of the guided reading curriculum settings and participants, as well as the “backward” unit model.

Then, I did a specific demonstration about student grouping, guided reading teacher notes, reading material levels, timeline, and assessments. This paper was mainly about the first four-week lessons of the guided reading curriculum because the lesson plans for Level 2 to Level 5 would be more effective for students after knowing their actual literacy skill and learning needs. More importantly, I am expecting the implementation of the curriculum and hoping to adjust and develop further lessons based on students’ learning needs.

In short, I believe I have answered my research question and designed a guided reading curriculum for Kindergarteners in Chinese immersion program settings while meeting the state and district requirements.

The guided reading curriculum of Chinese Immersion Kindergarten not only belongs to Kindergarten settings but also belongs in other grade levels. The summarization of the guided reading instruction strategies in Chapter Two can be applied in the implementation of any grade level guided reading lessons. Additionally, the “backward” unit model was an efficient curriculum or unit plan model. It is easy to adapt and can be used in the different subject lesson planning. Moreover, there were no limited methods in leveling the reading materials. Fountas and Pinnell (2009) provided us a way, but you can level the texts in various ways based on your needs. Moreover, designing and
creating a curriculum requires a systematic, logical, and growth mindset. Teachers should be patient and flexible during the curriculum development process and make the curriculum effective for students eventually. Last but not least, self-reflection is always the best strategy to clear your thoughts and adjust your instruction strategies for future lessons.
Appendix A

Running Record Template

Running Record

Child’s Name: ___________________________ Date: ________________

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>E</th>
<th>SC</th>
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<tbody>
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</tbody>
</table>

Scores: Running Words Errors

Error Rate: 1:

Accuracy %

SC Rate 1:

□ Easy 95-100% □ INSTRUCTIONAL 90-94% □ HARD 89% or below
Appendix B

Running Record Sample

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**Running Record**

<table>
<thead>
<tr>
<th>Child's Name:</th>
<th>Robb (early transitional stage)</th>
<th>Date:</th>
<th>2/8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Page</strong></td>
<td><strong>Title</strong></td>
<td><strong>E</strong></td>
<td><strong>SC</strong></td>
</tr>
<tr>
<td>2</td>
<td>Rosa at the Zoo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dad took us to the zoo.</td>
<td></td>
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<tr>
<td></td>
<td>“Let’s go and see the monkey,”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>said Dad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Me too!” said Rosa.</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>We lifted Rosa up.</td>
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</tr>
<tr>
<td></td>
<td>“I like monkeys,” said Rosa.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>“Let’s go and see the lions,” I said.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Me, too!” said Rosa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>We lifted Rosa up.</td>
<td></td>
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<tr>
<td></td>
<td>She looked at the lion.</td>
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<tr>
<td></td>
<td>It walked up and down,</td>
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<td></td>
<td>lying down.</td>
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<td></td>
<td>looking at us.</td>
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<td></td>
<td>Then the lion roared.</td>
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<td></td>
<td>Rosa cried.</td>
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<td></td>
</tr>
</tbody>
</table>

**SCORES:**

- Running words: 135
- Errors: 6
- Error Rate: 1:22
- Accuracy: 87%
- SC Rate: 1:4

**Observations/Analysis of Cues Strategies:**

Robb uses all sources of information and is showing evidence of integrating them (won’t/want/went/lifted/got/get). Rereads to check, confirm, and self-correct; reads fluently with phrasing; good pace and intonation; expressive at times; longer sections of text read accurately allows him to attend to message/meaning; select text with a little more challenge so he has some opportunities to learn new things.
## Appendix C

### Backward Design Template

#### Stage 1—Desired Results

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establish Goals:</strong></td>
</tr>
<tr>
<td>• What relevant goals (e.g. content standards, course or program objectives, learning outcomes) will this design address?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goals to the Lesson</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understandings:</strong></td>
</tr>
<tr>
<td><em>Students will understand that ...</em></td>
</tr>
<tr>
<td>• What are the big ideas?</td>
</tr>
<tr>
<td>• What specific understandings about them are desired?</td>
</tr>
<tr>
<td>• What misunderstandings are predictable?</td>
</tr>
<tr>
<td><em>Students will know:</em></td>
</tr>
<tr>
<td>• What key knowledge and skills will students acquire as a result of this unit?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Essential Questions:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What proactive questions will foster inquiry understanding, and transfer of learning?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Students will be able to ...</strong></th>
</tr>
</thead>
</table>

- What should they eventually be able to do as a result of such knowledge and skills?

### Stage 2—Assessment Evidence

#### Performance Tasks:
- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will the performance of understanding be judged?

#### Other Evidence:
- Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, and journal) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

### Stage 3—Learning Plan

#### Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results? How will the design

**W =** Help students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?

**H =** Hook all students and Hold their interest?

**E =** Equip students, help them Experience the key ideas and Explore the issues?

**R =** Provide opportunities to Rethink and Revise their understandings and work?

**E =** Allow students to Evaluate their work and its implications?
T = Be Tailored (personalized) to the different needs, interests, and abilities of learners?

O = Be Organized to maximize initial and sustained engagement as well as effective learning?
Appendix D

Structure of a Guided Reading Lesson

SELECT OF A TEXT:

Teacher selects a text that will be just right to support new learning for the group—at the instructional level.

INTRODUCTION TO THE TEXT:

The teacher introduces the text to scaffold the reading but leaves some problem-solving for readers to do.

READING THE TEXT:

Students read the entire text softly or silently. If students are reading orally, the teacher may interact briefly to teach for, prompt, or reinforce strategic actions.

DISCUSSION OF THE TEXT:

The teacher invites students to discuss the text, guiding the discussion and lifting the students’ comprehension.

TEACHING POINTS:

The teacher makes explicit teaching points, grounded in the text, and directed efficient in solving words.

EXTENDING UNDERSTANDING: (OPTIONAL)

If further work with the meaning is needed, students extend their understanding of the text through wiring and/or drawing (may be independent).
## Appendix E

### Adjusted Backward Design Template

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
<tr>
<td><strong>Minnesota Academic Standard English Language Arts K-12 (2010)</strong></td>
</tr>
<tr>
<td><strong>Benchmark: 0.1.10.10 and 0.2.10.10</strong></td>
</tr>
<tr>
<td>Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.</td>
</tr>
</tbody>
</table>

### Goals to the Lesson

<table>
<thead>
<tr>
<th>Understandings:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will understand:</strong></td>
</tr>
<tr>
<td>• Key characters</td>
</tr>
<tr>
<td>• Meaning of the text</td>
</tr>
<tr>
<td><strong>Predicted misunderstandings:</strong></td>
</tr>
<tr>
<td>• Mix the characters with similar morphology:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What did you read in the text?</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

### Acquisition

<table>
<thead>
<tr>
<th><strong>Students will know:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will review and learn the characters:</td>
</tr>
<tr>
<td>• Students will understand the main idea of text</td>
</tr>
<tr>
<td><strong>Stage 2—Assessment Evidence</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Performance Tasks:</strong></td>
</tr>
<tr>
<td><em>Students will show their</em></td>
</tr>
<tr>
<td>*understanding of the text:</td>
</tr>
<tr>
<td>• by answering the teacher’s questions</td>
</tr>
<tr>
<td>• by discussing the text in the group</td>
</tr>
<tr>
<td>• by being able to accomplish the text-related activities</td>
</tr>
<tr>
<td><strong>Other Evidence:</strong></td>
</tr>
<tr>
<td><em>Students will demonstrate achievement of the desired results by:</em></td>
</tr>
<tr>
<td>• observing the students read through the texts individually</td>
</tr>
<tr>
<td>• ask the student one question about the text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Stage 3—Learning Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of the Key Learning Events and Instructions:</strong></td>
</tr>
</tbody>
</table>
Appendix F

First Four-Week Guided Reading Lesson Plans

Resource:


Week 1—Group Red

Level 1: Family Members & Action Words

Book: *I am …* by Happy Reading Series (2008)

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
</tr>
</tbody>
</table>

**Minnesota Academic Standard English Language Arts K-12 (2010)**

**Benchmark: 0.1.10.10 and 0.2.10.10**

Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

Goals to the Lesson

<table>
<thead>
<tr>
<th>Understandings:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will understand:</em></td>
</tr>
</tbody>
</table>

- **Key characters:** younger brother, younger sister, elder sister, elder brother, father, mother, grandfather, grandmother

<table>
<thead>
<tr>
<th>Essential Questions:</th>
</tr>
</thead>
</table>

- What did you read in the text?
- Who is it?
- Who are you?
<table>
<thead>
<tr>
<th>Meaning of the text:</th>
<th>Do you have a younger brother/younger sister/elder sister/elder brother?</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Learning basic family titles</td>
<td></td>
</tr>
<tr>
<td>o Using the sentence structures: I am … He is …</td>
<td></td>
</tr>
</tbody>
</table>

Predicted misunderstandings:

- Mix the characters with similar morphology:
  - o Younger sister vs elder sister
  - o Younger brother vs elder brother

Acquisition

**Students will know:**

- Students will review and learn the characters: I, he, she, younger brother, younger sister, elder sister, elder brother, father, mother, grandfather, grandmother

- Students will be able to use the sentence structures, “I am …” and “He is …”, to do simple conversations

Stage 2—Assessment Evidence
<table>
<thead>
<tr>
<th>Performance Tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will show their understanding of the texts by:</em></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Other Evidence:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><em>Students will demonstrate achievement of the desired results by:</em></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Stage 3—Learning Plan

<table>
<thead>
<tr>
<th>Summary of the Key Learning Events and Instructions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• Explore:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• Explain:</td>
</tr>
</tbody>
</table>
Teacher asks, “What did you read in the text?”
Teacher guides students to read the text

- Elaborate:
  Teacher printed out the sentence strips of the text and has students rearrange the strips in pairs
  Students read in pairs to check the correct sequence

- Evaluate:
  Teacher guides students to identify the differences between younger sister vs elder sister, and younger brother vs elder brother.
  Teacher observes and listens to students reading the text
  The teacher has students share their family photos and have them use the sentence structures: “I am …” and “He is …”

Week 1—Group Orange

Level 1: Family Members & Action Words

Book: I am … by Happy Reading Series (2008)

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota Academic Standard English Language Arts K-12 (2010)</td>
</tr>
</tbody>
</table>

Benchmark: 0.1.10.10 and 0.2.10.10
Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

<table>
<thead>
<tr>
<th>Goals to the Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understandings:</strong></td>
</tr>
<tr>
<td><em>Students will understand:</em></td>
</tr>
<tr>
<td>- <strong>Key characters:</strong> younger brother, younger sister, elder sister, elder brother, father, mother, grandfather, grandmother</td>
</tr>
<tr>
<td>- <strong>Meaning of the text:</strong></td>
</tr>
<tr>
<td>o Learning basic family titles</td>
</tr>
<tr>
<td>o Using the sentence structures: I am … He is …</td>
</tr>
<tr>
<td><em>Predicted misunderstandings:</em></td>
</tr>
<tr>
<td>- <strong>Mix the characters with similar morphology:</strong></td>
</tr>
<tr>
<td>o Younger sister vs elder sister</td>
</tr>
<tr>
<td>o Younger brother vs elder brother</td>
</tr>
<tr>
<td><strong>Essential Questions:</strong></td>
</tr>
<tr>
<td>- What did you read in the text?</td>
</tr>
<tr>
<td>- Who is it?</td>
</tr>
<tr>
<td>- Who are you?</td>
</tr>
<tr>
<td>- Do you have a younger brother/younger sister/elder sister/elder brother/father/mother/grandfather/grandmother?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will know:</em></td>
</tr>
</tbody>
</table>
- Students will review characters: I, he, she

- Students will learn the new characters: younger brother, younger sister, elder sister, elder brother, father, mother, grandfather, grandmother

- Students will be able to use the sentence structures, “I am …” and “He is …”, to do simple conversations

**Stage 2—Assessment Evidence**

**Performance Tasks:**

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions

- Rearranging the texts in the pairs

- Reading the text individually

**Other Evidence:**

*Students will demonstrate achievement of the desired results by:*

- Recognizing the key characters of family titles

- Reading the text with stable and fluent language pace

- Doing simple conversations with the sentence structures: I am … He is …

**Stage 3—Learning Plan**

**Summary of the Key Learning Events and Instructions:**

- Engage:
  - Teacher reviews the words “I, He, She” with word cards
Teacher shows students the key characters with word cards

Teacher asks students, “Do you have a younger brother/younger sister/elder sister/elder brother/father/mother/grandfather/grandmother?” and “Who are you?”

- **Explore:**
  - Students try to read the text by themselves

- **Explain:**
  - Teacher asks, “What did you read in the text?”
  - Teacher read the text aloud to students

- **Elaborate:**
  - Teacher guides students to match the word cards in pairs and guides students to tell the differences between younger sister vs elder sister, and younger brother vs elder brother
  - Teacher printed out the sentence strips of the text and has students rearrange the strips in pairs
  - Students read in pairs to check the correct sequence

- **Evaluate:**
  - Teacher observes and listens to students reading the text
  - Teacher has students share their family photos and have them use the sentence structures: “I am…” and “He is…”

**Week 1—Group Yellow**
Level 1: Family Members & Action Words

Book: *I am …* by Happy Reading Series (2008)

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
<tr>
<td>Minnesota Academic Standard English Language Arts K-12 (2010)</td>
</tr>
<tr>
<td><strong>Benchmark:</strong> 0.1.10.10 and 0.2.10.10</td>
</tr>
</tbody>
</table>

Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

<table>
<thead>
<tr>
<th>Goals to the Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understandings:</strong></td>
</tr>
<tr>
<td><em>Students will understand:</em></td>
</tr>
<tr>
<td>• <strong>Key characters:</strong> younger brother, younger sister, elder sister, elder brother, father, mother, grandfather, grandmother</td>
</tr>
<tr>
<td>• <strong>Meaning of the text:</strong></td>
</tr>
<tr>
<td>o Learning basic family titles</td>
</tr>
<tr>
<td>o Using the sentence structures: I am … He is …</td>
</tr>
<tr>
<td><em>Predicted misunderstandings:</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What did you read in the text?</td>
</tr>
<tr>
<td>• Who is it?</td>
</tr>
<tr>
<td>• Who are you?</td>
</tr>
<tr>
<td>• Do you have a younger brother/younger sister/elder sister/elder brother/father/mother/grandfather/grandmother?</td>
</tr>
</tbody>
</table>
- Mix the characters with similar morphology:
  - Younger sister vs elder sister
  - Younger brother vs elder brother

<table>
<thead>
<tr>
<th>Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know:</strong></td>
</tr>
<tr>
<td>- Students will review characters: I, he, she</td>
</tr>
<tr>
<td>- Students will learn the new characters: younger brother, younger sister, elder sister, elder brother, father, mother, grandfather, grandmother</td>
</tr>
<tr>
<td>- Students will be able to use the sentence structures, “I am ….” and “He is …”, to do simple conversations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2—Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks:</strong></td>
</tr>
<tr>
<td><em>Students will show their understanding of the texts by:</em></td>
</tr>
<tr>
<td>- Answering the teacher’s questions</td>
</tr>
<tr>
<td>- Rearranging the texts in the pairs</td>
</tr>
<tr>
<td>- Reading the text individually</td>
</tr>
<tr>
<td><strong>Other Evidence:</strong></td>
</tr>
<tr>
<td><em>Students will demonstrate achievement of the desired results by:</em></td>
</tr>
<tr>
<td>- Recognizing the key characters of family titles</td>
</tr>
<tr>
<td>- Reading the text with stable and fluent language pace</td>
</tr>
</tbody>
</table>
Doing simple conversations with the sentence structures: I am … He is …

Stage 3—Learning Plan

Summary of the Key Learning Events and Instructions:

- **Engage:**
  - Teacher reviews the words “I, He, She” with word cards
  - Teacher shows students the key characters with word cards
  - Teacher asks students, “Do you have a younger brother/younger sister/elder sister/elder brother/father/mother/grandfather/grandmother?” and “Who are you?”

- **Explore:**
  - Students try to read the text by themselves

- **Explain:**
  - Teacher asks, “What did you read in the text?”
  - Teacher read the text aloud to students

- **Elaborate:**
Teacher guides students to match the word cards in pairs and guides students to
tell the differences between younger sister vs elder sister, and younger brother
vs elder brother
Teacher printed out the sentence strips of the text and has students rearrange the
strips in pairs
Students read in pairs to check the correct sequence

- Evaluate:
  - Teacher observes and listens to students reading the text
  - Teacher has students share their family photos and have them use the sentence
    structures: “I am …” and “He is …”

Week 1—Group Green

Level 1: Family Members & Action Words

Book: *I am …* by Happy Reading Series (2008)

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
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</tr>
<tr>
<td><strong>Benchmark: 0.1.10.10 and 0.2.10.10</strong></td>
</tr>
<tr>
<td>Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.</td>
</tr>
<tr>
<td>Understandings:</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td><strong>Students will understand:</strong></td>
</tr>
<tr>
<td>• <strong>Key characters:</strong> younger brother, younger sister, elder sister, elder brother, father, mother, grandfather, grandmother</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• <strong>Meaning of the text:</strong></td>
</tr>
<tr>
<td>o Learning basic family titles</td>
</tr>
<tr>
<td>o Using the sentence structures: I am … He is …</td>
</tr>
<tr>
<td><strong>Predicted misunderstandings:</strong></td>
</tr>
<tr>
<td>• <strong>Mix the characters with similar morphology:</strong></td>
</tr>
<tr>
<td>o I, you, she and he</td>
</tr>
<tr>
<td>o Younger sister vs elder sister</td>
</tr>
<tr>
<td>o Younger brother vs elder brother</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know:</strong></td>
</tr>
<tr>
<td>• Students will review characters: I, you, he, she</td>
</tr>
</tbody>
</table>
- Students will learn the new characters: younger brother, younger sister, elder sister, elder brother, father, mother, grandfather, grandmother

- Students will be able to use the sentence structures, “I am …” and “He is …”, to do simple conversations

### Stage 2—Assessment Evidence

**Performance Tasks:**

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Reading the text individually

**Other Evidence:**

*Students will demonstrate achievement of the desired results by:*

- Recognizing at least six key characters of family titles
- Reading the text with stable and fluent language pace
- Doing simple conversations with the sentence structures: I am … He is …

### Stage 3—Learning Plan

**Summary of the Key Learning Events and Instructions:**

- Engage:
  - Teacher reviews the words “I, You, He, She” with word cards
  - Teacher shows students the key characters with word cards
• Explore:
  o Teacher reads the text aloud to students

• Explain:
  o Students read the text again by themselves
  o Teacher asks, “What did you see in the text?”

• Elaborate:
  o Teacher guides students to match the word cards in pairs and guides students to
tell the differences between younger sister vs elder sister, and younger brother
  vs elder brother
  o Teacher asks students, “Do you have a younger brother/younger sister/elder
  sister/elder brother/father/mother/grandfather/grandmother?” and “Who are
  you?”
  o Students rearrange the sentence strips together in the group and read the text to
  check the correct sequence

• Evaluate:
  o Teacher shows the word cards of key characters and check how many words
  students can recognize
  o Teacher observes and listens to students reading the text
  o Teacher has students share their family photos and have them use the sentence
  structures: “I am …” and “He is …”

Week 1 – Group Blue

Level 1: Family Members & Action Words
**Book: I am … by Happy Reading Series (2008)**

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
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<tr>
<td><strong>Minnesota Academic Standard English Language Arts K-12 (2010)</strong></td>
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<td>Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.</td>
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<table>
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<tr>
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<tr>
<td><strong>Understandings:</strong></td>
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<tr>
<td><em>Students will understand:</em></td>
</tr>
<tr>
<td>- <strong>Key characters:</strong> younger brother, younger sister, elder sister, elder brother, father, mother, grandfather, grandmother</td>
</tr>
<tr>
<td>- <strong>Meaning of the text:</strong></td>
</tr>
<tr>
<td>   o Learning basic family titles</td>
</tr>
<tr>
<td>   o Using the sentence structures: I am … He is …</td>
</tr>
<tr>
<td><em>Predicted misunderstandings:</em></td>
</tr>
<tr>
<td>- Mix the characters with similar morphology:</td>
</tr>
<tr>
<td><strong>Essential Questions:</strong></td>
</tr>
<tr>
<td>- What did you see in the text?</td>
</tr>
<tr>
<td>- Who are you?</td>
</tr>
<tr>
<td>- Do you have a younger brother/younger sister/elder sister/elder brother/father/mother/grandfather/grandmother?</td>
</tr>
</tbody>
</table>
**Acquisition**

*Students will know:*

- Students will review characters: I, you, he, she
- Students will learn the new characters: younger brother, younger sister, elder sister, elder brother, father, mother, grandfather, grandmother
- Students will be able to use the sentence structures, “I am …” and “He is …”, to do simple conversations

---

**Stage 2—Assessment Evidence**

**Performance Tasks:**

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Reading the text individually

**Other Evidence:**

*Students will demonstrate achievement of the desired results by:*

- Recognizing at least six key characters of family titles
- Reading the text with stable and fluent language pace
### Stage 3—Learning Plan

<table>
<thead>
<tr>
<th>Summary of the Key Learning Events and Instructions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engage:</strong></td>
</tr>
<tr>
<td>o Teacher reviews the words “I, You, He, She” with word cards</td>
</tr>
<tr>
<td>o Teacher shows students the key characters with word cards</td>
</tr>
<tr>
<td><strong>Explore:</strong></td>
</tr>
<tr>
<td>o Teacher reads the text aloud to students</td>
</tr>
<tr>
<td><strong>Explain:</strong></td>
</tr>
<tr>
<td>o Students read the text again by themselves</td>
</tr>
<tr>
<td>o Teacher asks, “What did you see in the text?”</td>
</tr>
<tr>
<td><strong>Elaborate:</strong></td>
</tr>
<tr>
<td>o Teacher guides students to match the word cards in pairs and guides students to tell the differences between younger sister vs elder sister, and younger brother vs elder brother</td>
</tr>
</tbody>
</table>
Teacher asks students, “Do you have a younger brother/younger sister/elder sister/elder brother/father/mother/grandfather/grandmother?” and “Who are you?”

Students rearrange the sentence strips together in the group and read the text to check the correct sequence

- Evaluate:
  - Teacher shows the word cards of key characters and check how many words students can recognize
  - Teacher observes and listens to students reading the text
  - Teacher has students share their family photos and have them use the sentence structures: “I am …” and “He is …”

**Week 2 – Group Red**

**Level 1: Family Members & Action Words**

**Book: Grandma’s Sound by Happy Reading Series (2008)**

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
<tr>
<td>Minnesota Academic Standard English Language Arts K-12 (2010)</td>
</tr>
<tr>
<td>Benchmark: 0.1.10.10 and 0.2.10.10</td>
</tr>
</tbody>
</table>
Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

### Goals to the Lesson

#### Understandings:

**Students will understand:**

- **Key characters:** grandmother, sound, walk, drink, and sleep
- **Meaning of the text:**
  - Grandmother makes different sound when she is laughing, walking, singing, dancing, drinking, and sleeping

**Predicted misunderstandings:**

- **Mix the characters with similar morphology:**
  - Grandmother vs mother

#### Essential Questions:

- What did you see in the text?
- What did grandmother do?
- What sound did grandmother make when she was laughing/walking/singing/dancing/drinking/sleeping?
- What can your grandmother do?

#### Acquisition

**Students will know:**

- Students will review word: grandmother, laughing, dancing, and singing
- Students will learn the key characters: sound, walk, drink, and sleep
• Students will be able to understand and use the words, walk, drink, laugh, sing, dance, and sleep in daily conversations

**Stage 2—Assessment Evidence**

**Performance Tasks:**

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Performing the actions of grandmother when students read the correlated words, such as acting drinking when they read the word of drinking
- Rearranging the sentence strips and read in pairs
- Reading the text individually

**Other Evidence:**

*Students will demonstrate achievement of the desired results by:*

- Recognizing the family title: grandmother
- Being able to act the action words
- Reading the text with stable and fluent language pace
- Using the action words in daily conversations

**Stage 3—Learning Plan**

**Summary of the Key Learning Events and Instructions:**

- **Engage:**
  - Teacher reviews the word: grandmother, laughing, dancing, and singing
  - Teacher shows students the key characters with word cards: sound, walk, drink, and sleep

- **Explore:**
Teacher shows the each page of the text to students, but not reading to them
Students try to read the text word by word by themselves

**Explain:**
Teacher asks, “What did you see in the text?” and “What did grandmother do?”
Teacher read the text aloud to student while using body language to emphasize the meaning of key characters, such as laughing, walking, and drinking

**Elaborate:**
Teacher printed out the sentence strips of the text and has students rearrange the strips in pairs
Students read in pairs while acting the actions in the text

**Evaluate:**
Teacher lays all of the action cards and the family member word cards, and students are expected to make a sentence with these two cards, for example, “XX is …”
Teacher observes and listens to students reading the text
Teacher starts the discussion: “What can your grandmother do?”

---

**Week 2 – Group Orange**

**Level 1: Family Members & Action Words**

**Book:** *Grandmother’s Sound* by Happy Reading Series (2008)

<p>| Stage 1—Desired Results |</p>
<table>
<thead>
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<tbody>
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<td><strong>Understandings:</strong></td>
</tr>
<tr>
<td><em>Students will understand:</em></td>
</tr>
<tr>
<td>1. <strong>Key characters:</strong> grandmother, sound, walk, drink, and sleep</td>
</tr>
<tr>
<td>2. <strong>Meaning of the text:</strong></td>
</tr>
<tr>
<td>o Grandmother makes different sound when she is laughing, walking, singing, dancing, drinking, and sleeping</td>
</tr>
<tr>
<td><strong>Predicted misunderstandings:</strong></td>
</tr>
<tr>
<td>1. Mix the characters with similar morphology:</td>
</tr>
<tr>
<td>o Grandmother vs mother</td>
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<th>Essential Questions:</th>
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<tr>
<td>1. What did you see in the text?</td>
</tr>
<tr>
<td>2. What did grandmother do?</td>
</tr>
<tr>
<td>3. What sound did grandmother make when she was laughing/walking/singing/dancing/drinking/sleeping?</td>
</tr>
<tr>
<td>4. What can your grandmother do?</td>
</tr>
</tbody>
</table>
**Students will know:**

- Students will review word: grandmother, laughing, dancing, and singing
- Students will learn the key characters: sound, walk, drink, and sleep
- Students will be able to understand and use the words, walk, drink, laugh, sing, dance, and sleep in daily conversations

**Stage 2—Assessment Evidence**

**Performance Tasks:**

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Performing the actions of grandmother when students read the correlated words, such as acting drinking when they read the word of drinking
- Rearranging the sentence strips and read in pairs
- Reading the text individually

**Other Evidence:**

*Students will demonstrate achievement of the desired results by:*

- Recognizing the family title: grandmother
- Being able to act the action words
- Reading the text with stable and fluent language pace
- Using the action words in daily conversations

**Stage 3—Learning Plan**

**Summary of the Key Learning Events and Instructions:**

- Engage:
Teacher reviews the word: grandmother, dancing, and singing

Teacher shows students the key characters with word cards: sound, walk, drink, and sleep

- Explore:
  - Teacher shows the each page of the text to students, but not reading to them
  - Students try to read the text word by word by themselves

- Explain:
  - Teacher asks, “What did you see in the text?” and “What did grandmother do?”
  - Teacher read the text aloud to student while using body language to emphasize the meaning of key characters, such as laughing, walking, and drinking

- Elaborate:
  - Students work in pairs to play the “You guess, I act” game. Each pair of the students will have a set of the actions, one student acts the word, the other one guesses the action.
  - Students sequence the sentence strips and read aloud together in pairs

- Evaluate:
  - Teacher lays all of the action cards and the family member word cards, and students are expected to make a sentence with these two cards, for example, “XX is …”
  - Teacher observes and listens to students reading the text
  - Teacher starts the discussion: “What can your grandmother do?”
Week 2 – Group Yellow

Level 1: Family Members & Action Words

Book: *Grandmother’s Sound* by Happy Reading Series (2008)

<table>
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<td><strong>Standard</strong></td>
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**Minnesota Academic Standard English Language Arts K-12 (2010)**

**Benchmark: 0.1.10.10 and 0.2.10.10**

Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

**Goals to the Lesson**

**Understandings:**

_Students will understand:_

- **Key characters:** grandmother, sound, walk, drink, and sleep
- **Meaning of the text:**
  - Grandmother makes different sound when she is laughing, walking, singing, dancing, drinking, and sleeping

*Predicted misunderstandings:*

**Essential Questions:**

- What did you see in the text?
- What did grandmother do?
- What sound did grandmother make when she was laughing/walking/singing/dancing/drinking/sleeping?
- What can your grandmother do?
- Mix the characters with similar morphology:
  - Grandmother vs mother

**Acquisition**

*Students will know:*

- Students will review word: grandmother, laughing, dancing, and singing
- Students will learn the key characters: sound, walk, drink, and sleep
- Students will be able to understand and use the words, walk, drink, laugh, sing, dance, and sleep in daily conversations

**Stage 2—Assessment Evidence**

**Performance Tasks:**

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Performing the actions of grandmother when students read the correlated words, such as acting drinking when they read the word of drinking
- Rearranging the sentence strips and read in pairs

**Other Evidence:**

*Students will demonstrate achievement of the desired results by:*

- Recognizing the family title: grandmother
- Being able to act the action words
- Reading the text with stable and fluent language pace
- Using the action words in daily conversations
### Stage 3—Learning Plan

#### Summary of the Key Learning Events and Instructions:

- **Engage:**
  - Teacher reviews the word: grandmother, dancing, and singing
  - Teacher shows students the key characters with word cards: sound, walk, drink, and sleep

- **Explore:**
  - Teacher shows students the word cards which have the actions and guides students to tell and act
  - Students try to read the text word by word by themselves

- **Explain:**
  - Teacher asks, “What did you see in the text?” and “What did grandmother do?”
  - Teacher read the text aloud to student while using body language to emphasize the meaning of key characters, such as laughing, walking, and drinking, and students are expected to follow the teacher’s reading sentence by sentence

- **Elaborate:**
Teacher picks a word cards and has students compete to make sentences with the word
Students sequence the sentence strips and read aloud together in pairs

Evaluate:
Teacher lays all of the action cards and the family member word cards, and students are expected to make a sentence with these two cards, for example, “XX is …”
Teacher observes and listens to students reading the text
Teacher starts the discussion: “What can your grandmother do?”

Week 2 – Group Green

Level 1: Family Members & Action Words

Book: *Grandmother’s Sound* by Happy Reading Series (2008)

<table>
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**Minnesota Academic Standard English Language Arts K-12 (2010)**

**Benchmark: 0.1.10.10 and 0.2.10.10**

Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

**Goals to the Lesson**
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<thead>
<tr>
<th>Understandings:</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will understand:</strong></td>
<td>• What did you see in the text?</td>
</tr>
<tr>
<td>• <strong>Key characters:</strong> grandmother, sound, walk, drink, and sleep</td>
<td>• What did grandmother do?</td>
</tr>
<tr>
<td>• <strong>Meaning of the text:</strong></td>
<td>• What sound did grandmother make when she was laughing/walking/singing/dancing/drinking/sleeping?</td>
</tr>
<tr>
<td>o Grandmother makes different sound when she is laughing, walking, singing, dancing, drinking, and sleeping</td>
<td>• What can your grandmother do?</td>
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<tr>
<td><strong>Predicted misunderstandings:</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Mix the characters with similar morphology:</strong></td>
<td></td>
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<tr>
<td>o Grandmother vs mother</td>
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<tbody>
<tr>
<td><strong>Students will know:</strong></td>
</tr>
<tr>
<td>• Students will review word: grandmother, laughing, dancing, and singing</td>
</tr>
<tr>
<td>• Students will learn the key characters: sound, walk, drink, and sleep</td>
</tr>
<tr>
<td>• Students will be able to understand and use the words, walk, drink, smile, sing, dance, and sleep in daily conversations</td>
</tr>
</tbody>
</table>

**Stage 2—Assessment Evidence**
### Performance Tasks:

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Performing the actions of grandmother when students read the correlated words, such as acting drinking when they read the word of drinking
- Rearranging the sentence strips and read in pairs
- Reading the text individually

### Other Evidence:

*Students will demonstrate achievement of the desired results by:*

- Recognizing the family title: grandmother
- Being able to act the action words
- Reading the text with stable and fluent language pace
- Using the action words in daily conversations

---

### Stage 3—Learning Plan

### Summary of the Key Learning Events and Instructions:

- **Engage:**
  - Teacher reviews the word: grandmother, dancing, and singing
  - Teacher shows students the key characters with word cards: sound, walk, drink, and sleep

- **Explore:**
  - Teacher shows students the word cards which have the actions and guides students to tell and act
  - Teacher guides students to read the text sentence by sentence together
• Explain:
  o Teacher asks, “What did you see in the text?” and “What did grandmother do?”

• Elaborate:
  o Students sequence the sentence strips and read aloud together in pairs
  o Teacher has one student do an action, such as dancing or walking, and have the other students guess what the student was doing. Teacher guides students to use the sentence: “He/She is …”

• Evaluate:
  o Teacher lays all of the action cards and the family member word cards, and students are expected to make a sentence with these two cards, for example, “XX is …”
  o Teacher observes and listens to students reading the text
  o Teacher starts the discussion: “What can your grandmother do?”

Week 2 – Group Blue

Level 1: Family Members & Action Words

Book: *Grandmother’s Sound* by Happy Reading Series (2008)

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
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<tbody>
<tr>
<td>Standard</td>
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<tr>
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<td>Benchmark: 0.1.10.10 and 0.2.10.10</td>
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</tbody>
</table>
Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

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<tr>
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<td><em>Students will understand:</em></td>
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</tr>
<tr>
<td>• <strong>Meaning of the text:</strong></td>
</tr>
<tr>
<td>o Grandmother makes different sound when she is laughing, walking, singing, dancing, drinking, and sleeping</td>
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<td><em>Predicted misunderstandings:</em></td>
</tr>
<tr>
<td>• <strong>Mix the characters with similar morphology:</strong></td>
</tr>
<tr>
<td>o Grandmother vs mother</td>
</tr>
<tr>
<td><strong>Essential Questions:</strong></td>
</tr>
<tr>
<td>• What did you see in the text?</td>
</tr>
<tr>
<td>• What did grandmother do?</td>
</tr>
<tr>
<td>• What sound did grandmother make when she was laughing/walking/singing/dancing/drinking/sleeping?</td>
</tr>
<tr>
<td>• What can your grandmother do?</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Acquisition</th>
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<tbody>
<tr>
<td><em>Students will know:</em></td>
</tr>
<tr>
<td>• Students will review word: grandmother, laughing, dancing, and singing</td>
</tr>
</tbody>
</table>
- Students will recognize and understand the key characters: sound, walk, drink, and sleep
- Students will be able to understand and use the words, walk, drink, laugh, sing, dance, and sleep in daily conversations

### Stage 2—Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Tasks:</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will show their understanding of the texts by:</em></td>
<td><em>Students will demonstrate achievement of the desired results by:</em></td>
</tr>
<tr>
<td>- Answering the teacher’s questions</td>
<td>- Recognizing the family title: grandmother</td>
</tr>
<tr>
<td>- Performing the actions of grandmother when students read the correlated words, such as acting drinking when they read the word of drinking</td>
<td>- Being able to act the action words</td>
</tr>
<tr>
<td>- Rearranging the sentence strips and read in pairs</td>
<td>- Reading the text with stable and fluent language pace</td>
</tr>
<tr>
<td>- Reading the text individually</td>
<td>- Using the action words in daily conversations</td>
</tr>
</tbody>
</table>

### Stage 3—Learning Plan

<table>
<thead>
<tr>
<th>Summary of the Key Learning Events and Instructions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Engage:</td>
</tr>
</tbody>
</table>
  - Teacher reviews the word: grandmother, dancing, and singing |
Teacher shows students the key characters with word cards: sound, walk, drink, and sleep

- Explore:
  - Teacher shows students the word cards which have the actions and guides students to tell and act

- Explain:
  - Teacher guides students to read the text sentence by sentence together
  - Teacher asks, “What did you see in the text?” and “What did grandmother do?”

- Elaborate:
  - Students sequence the sentence strips as a group and read aloud together
  - Students play the “You guess, I act” game. One student acts the action of a card, and the other one guess what the student is doing

- Evaluate:
  - Teacher lays all of the action cards and the family member word cards, and students are expected to make a sentence with these two cards, for example, “XX is …”
  - Teacher observes and listens to students reading the text
  - Teacher starts the discussion: “What can your grandmother do?”

Week 3—Group Red

Level 1: Family Member & Action Words

Book: *I can* … by Happy Reading Series (2008)
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<tr>
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<tbody>
<tr>
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<tr>
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</tr>
<tr>
<td>- <strong>Key characters:</strong> I, can, stand, laugh, sit, jump, somersault, shout</td>
</tr>
<tr>
<td>- <strong>Meaning of the text:</strong></td>
</tr>
<tr>
<td>- I can do many things, such as sit, laugh, stand, jump, somersault, and shout.</td>
</tr>
<tr>
<td><em>Predicted misunderstandings:</em></td>
</tr>
<tr>
<td>- Mix the characters with similar morphology:</td>
</tr>
<tr>
<td>- Sit vs stand</td>
</tr>
</tbody>
</table>

| **Essential Questions:** |
| - What did you see in the text? |
| - What can I do? |
| - What can your sister/brother/elder sister/elder brother/father/mother/grandmother/grandfather do? |

| Acquisition |
**Students will know:**

- Students will review word: I, dance, laugh, sing, drink, sleep, and walk
- Students will learn the key characters: can, stand, laugh, sit, jump, somersault, and shout
- Students will be able to use the sentence structure: I can …
- Students will be able to understand and use the actions, stand, laugh, sit, jump, somersault, and shout in daily conversations

**Stage 2—Assessment Evidence**

**Performance Tasks:**

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Performing the actions of what “I” can do when students read the correlated words, such as acting sitting when they read the word of sitting
- Rearranging the sentence strips and read in pairs
- Reading the text individually
- Using the sentence structure: I can …

**Other Evidence:**

*Students will demonstrate achievement of the desired results by:*

- Recognizing the word of “I” and “can”
- Being able to act the action words
- Reading the text with stable and fluent language pace
- Using the family member titles and action words in daily conversations
### Stage 3—Learning Plan

#### Summary of the Key Learning Events and Instructions:

- **Engage:**
  - Teacher reviews the word: I, dance, laugh, sing, drink, sleep, and walk
  - Teacher asks students the meaning of “sit” and “stand”. (Since the teacher has used the words from the beginning of the school year, the red group should be able to tell the meaning of the words.)

- **Explore:**
  - Teacher shows students the key characters with word cards: can, stand, laugh, sit, jump, somersault, and shout
  - Teacher shows each page of the text to students, but not reading to them
  - Students try to read the text word by word by themselves

- **Explain:**
  - Teacher asks, “What did you see in the text?” and “What can ‘I’ do?”

- **Elaborate:**
  - Teacher printed out the sentence strips of the text and has students rearrange the strips in pairs
  - Students read in pairs while acting the actions in the text
  - Playing the “I can …” game: Students sit in a circle. Teacher selects one of the students and asks, “What can you do?” The student is expected to use the sentence structure: “I can …” and the next student should say another action with the sentence structure: “I can …” while doing the action which the previous student said. Then, students do it in turns in the circle.
Week 3—Group Orange

Level 1: Family Member & Action Words

Book: *I can* … by Happy Reading Series (2008)

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Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

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<tr>
<td><strong>Essential Questions:</strong></td>
</tr>
<tr>
<td>• What did you see in the text?</td>
</tr>
<tr>
<td>• What can I do?</td>
</tr>
</tbody>
</table>
- **Meaning of the text:**
  - I can do many things, such as sit, laugh, stand, jump, somersault, and shout.

*Predicted misunderstandings:*

- **Mix the characters with similar morphology:**
  - Sit vs stand

---

**Acquisition**

*Students will know:*

- Students will review word: I, dance, laugh, sing, drink, sleep, and walk
- Students will learn the key characters: can, stand, laugh, sit, jump, somersault, and shout
- Students will be able to use the sentence structure: I can …
- Students will be able to understand and use the actions, stand, laugh, sit, jump, somersault, and shout in daily conversations

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**Stage 2—Assessment Evidence**
### Stage 3—Learning Plan

#### Summary of the Key Learning Events and Instructions:

- **Engage:**
  - Teacher reviews the word: I, dance, laugh, sing, drink, sleep, and walk
  - Teacher has all of the students stand up in a circle. Teacher squashes while saying the word “sit”. Teacher stands up while saying the word “stand”. Teacher does not tell the exact meaning of the words, but shows students the actions. Students are expected to follow the teacher do the actions while understanding the meaning of these two words.

### Performance Tasks:

Students will show their understanding of the texts by:

- Answering the teacher’s questions
- Performing the actions of what “I” can do when students read the correlated words, such as acting sitting when they read the word of sitting
- Rearranging the sentence strips and read in pairs
- Reading the text individually
- Using the sentence structure: I can …

### Other Evidence:

Students will demonstrate achievement of the desired results by:

- Recognizing the word of “I” and “can”
- Being able to act the action words
- Reading the text with stable and fluent language pace
- Using the family member titles and action words in daily conversations
• **Explore:**
  - Teacher shows students the key characters with word cards: can, stand, laugh, sit, jump, somersault, and shout
  - Teacher shows each page of the text to students, but not reading to them
  - Students try to read the text word by word by themselves

• **Explain:**
  - Teacher asks, “What did you see in the text?” and “What can ‘I’ do?”

• **Elaborate:**
  - Teacher printed out the sentence strips of the text and has students rearrange the strips in pairs
  - Students read in pairs while acting the actions in the text
  - Playing the “I can …” game: Students sit in a circle. Teacher selects one of the students and asks, “What can you do?” The student is expected to use the sentence structure: “I can …” and the next student should say another action with the sentence structure: “I can …” while doing the action which the previous student said. Then, students do it in turns in the circle.

• **Evaluate:**
  - Teacher lays all of the action cards and the family member title cards, and students are expected to make a sentence with these two types of cards, for example, “XX (a family member) can do (an action word).”
  - Teacher observes and listens to students reading the text
Week 3—Group Yellow

Level 1: Family Member & Action Words

Book: *I can …* by Happy Reading Series (2008)

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
<tr>
<td>Minnesota Academic Standard English Language Arts K-12 (2010)</td>
</tr>
<tr>
<td><strong>Benchmark:</strong> 0.1.10.10 and 0.2.10.10</td>
</tr>
</tbody>
</table>

Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

<table>
<thead>
<tr>
<th>Goals to the Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understandings:</strong></td>
</tr>
<tr>
<td><em>Students will understand:</em></td>
</tr>
<tr>
<td><strong>Key characters:</strong> I, can, stand, laugh, sit, jump, somersault, shout</td>
</tr>
<tr>
<td><strong>Meaning of the text:</strong></td>
</tr>
<tr>
<td>o I can do many things, such as sit, laugh, stand, jump, somersault, and shout.</td>
</tr>
</tbody>
</table>

*Predicted misunderstandings:*

<table>
<thead>
<tr>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you see in the text?</td>
</tr>
<tr>
<td>What can I do?</td>
</tr>
<tr>
<td>What can your sister/brother/elder sister/elder brother/father/mother/grandmother/grandfather do?</td>
</tr>
</tbody>
</table>
• Mix the characters with similar morphology:
  - Sit vs stand

<table>
<thead>
<tr>
<th>Acquisition</th>
</tr>
</thead>
</table>

**Students will know:**

- Students will review word: I, dance, laugh, sing, drink, sleep, and walk
- Students will learn the key characters: can, stand, laugh, sit, jump, somersault, and shout
- Students will be able to use the sentence structure: I can …
- Students will be able to understand and use the actions, stand, laugh, sit, jump, somersault, and shout in daily conversations

<table>
<thead>
<tr>
<th>Stage 2—Assessment Evidence</th>
</tr>
</thead>
</table>

**Performance Tasks:**

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Performing the actions of what “I” can do when students read the correlated words, such as acting sitting when they read the word of sitting

**Other Evidence:**

*Students will demonstrate achievement of the desired results by:*

- Recognizing the word of “I” and “can”
- Being able to act the action words
- Reading the text with stable and fluent language pace
<table>
<thead>
<tr>
<th>Rearranging the sentence strips and read in pairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading the text individually</td>
</tr>
<tr>
<td>Using the sentence structure: I can …</td>
</tr>
<tr>
<td>Using the family member titles and action words in daily conversations</td>
</tr>
</tbody>
</table>

### Stage 3—Learning Plan

**Summary of the Key Learning Events and Instructions:**

- **Engage:**
  - Teacher reviews the word: I, dance, laugh, sing, drink, sleep, walk and family member titles
  - Teacher has all of the students stand up in a circle. Teacher squashes while saying the word “sit”. Teacher stands up while saying the word “stand”. Teacher does not tell the exact meaning of the words, but shows students the actions. Students are expected to follow the teacher do the actions while understanding the meaning of these two words.

- **Explore:**
  - Teacher shows students the key characters with word cards: can, stand, laugh, sit, jump, somersault, and shout
  - Teacher shows each page of the text to students, and asks: “What did you see in the text?”
  - Teacher reads aloud the text to students
- **Explain:**
  - Teacher asks: “What can ‘I’ do?”

- **Elaborate:**
  - Teacher printed out the sentence strips of the text and has students rearrange the strips in pairs
  - Students read in pairs while acting the actions in the text
  - Playing the “I can …” game: Students sit in a circle. Teacher selects one of the students and asks, “What can you do?” The student is expected to use the sentence structure: “I can …” and the next student should say another action with the sentence structure: “I can …” while doing the action which the previous student said. Then, students do it in turns in the circle.

- **Evaluate:**
  - Teacher lays all of the action cards and the family member title cards, and students are expected to make a sentence with these two types of cards, for example, “XX (a family member) can do (an action word).”
  - Teacher observes and listens to students reading the text

---

**Week 3—Group Green**

**Level 1: Family Member & Action Words**

**Book:** *I can …* by Happy Reading Series (2008)

**Stage 1—Desired Results**
**Standard**

**Minnesota Academic Standard English Language Arts K-12 (2010)**

**Benchmark: 0.1.10.10 and 0.2.10.10**

Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

---

**Goals to the Lesson**

**Understandings:**

*Students will understand:*

- **Key characters:** I, can, stand, laugh, sit, jump, somersault, shout

- **Meaning of the text:**
  - I can do many things, such as sit, laugh, stand, jump, somersault, and shout.

*Predicted misunderstandings:*

- **Mix the characters with similar morphology:**
  - Sit vs stand

**Essential Questions:**

- What did you see in the text?
- What can I do?
- What can your sister/brother/elder sister/elder brother/father/mother/grandmother/grandfather do?

**Acquisition**

*Students will know:*
- Students will review word: I, dance, laugh, sing, drink, sleep, and walk

- Students will learn the key characters: can, stand, laugh, sit, jump, somersault, and shout

- Students will be able to use the sentence structure: I can …

- Students will be able to understand and use the actions, stand, laugh, sit, jump, somersault, and shout in daily conversations

---

### Stage 2—Assessment Evidence

#### Performance Tasks:

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Performing the actions of what “I” can do when students read the correlated words, such as acting sitting when they read the word of sitting
- Rearranging the sentence strips and read in pairs
- Reading the text individually
- Using the sentence structure: I can …

#### Other Evidence:

*Students will demonstrate achievement of the desired results by:*

- Recognizing the word of “I” and “can”
- Being able to act the action words
- Reading the text with stable and fluent language pace
- Using the family member titles and action words in daily conversations

---

### Stage 3—Learning Plan
Summary of the Key Learning Events and Instructions:

- Engage:
  - Teacher reviews the word: I, dance, laugh, sing, drink, sleep, walk and family member titles
  - Teacher has all of the students stand up in a circle. Teacher squashes while saying the word “sit”. Teacher stands up while saying the word “stand”. Teacher does not tell the exact meaning of the words, but shows students the actions. Students are expected to follow the teacher do the actions while understanding the meaning of these two words.

- Explore:
  - Teacher shows students the key characters with word cards: can, stand, laugh, sit, jump, somersault, and shout
  - Teacher reads aloud the text to students

- Explain:
  - Teacher asks, “What did you see in the text?” and “What can ‘I’ do?”

- Elaborate:
  - Teacher printed out the sentence strips of the text and has students rearrange the strips in pairs
  - Playing the “I can …” game: Students sit in a circle. Teacher selects one of the students and asks, “What can you do?” The student is expected to use the sentence structure: “I can …” and the next student should say another action with the sentence structure: “I can …” while doing the action which the previous student said. Then, students do it in turns in the circle.
• Evaluate:
  o Teacher lays all of the action cards and the family member title cards, and students are expected to identify the words which the teacher mentioned.
  o Teacher observes and listens to students reading the text

Week 3—Group Blue

Level 1: Family Members & Action Verbs

Book: *I can …* by Happy Reading Series (2008)

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
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<td><strong>Standard</strong></td>
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</tr>
<tr>
<td><strong>Benchmark:</strong> 0.1.10.10 and 0.2.10.10</td>
</tr>
<tr>
<td>Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.</td>
</tr>
</tbody>
</table>

**Goals to the Lesson**

**Understandings:**

Students will understand:

- **Key characters:** I, can, stand, laugh, sit, jump, somersault, shout

**Essential Questions:**

- What did you see in the text?
- What can I do?
### Meaning of the text:
- I can do many things, such as sit, laugh, stand, jump, somersault, and shout.

### Predicted misunderstandings:
- Mix the characters with similar morphology:
  - Sit vs stand

### Acquisition

**Students will know:**
- Students will review word: I, dance, laugh, sing, drink, sleep, and walk
- Students will learn the key characters: can, stand, laugh, sit, jump, somersault, and shout
- Students will be able to use the sentence structure: I can …
- Students will be able to understand and use the actions, stand, laugh, sit, jump, somersault, and shout in daily conversations

### Stage 2—Assessment Evidence
### Performance Tasks:

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Performing the actions of what “I” can do when students read the correlated words, such as acting sitting when they read the word of sitting
- Rearranging the sentence strips and read in pairs
- Reading the text individually
- Using the sentence structure: I can …

### Other Evidence:

*Students will demonstrate achievement of the desired results by:*

- Recognizing the word of “I” and “can”
- Being able to act the action words
- Reading the text with stable and fluent language pace
- Using the family member titles and action words in daily conversations

---

### Stage 3—Learning Plan

#### Summary of the Key Learning Events and Instructions:

- **Engage:**
  - Teacher reviews the word: I, dance, laugh, sing, drink, sleep, walk and family member titles
  - Teacher has all of the students stand up in a circle. Teacher squashes while saying the word “sit”. Teacher stands up while saying the word “stand”.
  - Teacher does not tell the exact meaning of the words, but shows students the
actions. Students are expected to follow the teacher do the actions while understanding the meaning of these two words.

- **Explore:**
  - Teacher shows students the key characters with word cards: can, stand, laugh, sit, jump, somersault, and shout
  - Teacher reads aloud the text to students

- **Explain:**
  - Teacher asks, “What did you see in the text?” and “What can ‘I’ do?”

- **Elaborate:**
  - Teacher printed out the sentence strips of the text and has students rearrange the strips together in the group
  - Playing the “I can …” game: Students sit in a circle. Teacher selects one of the students and asks, “What can you do?” The student is expected to use the sentence structure: “I can …” and the next student should say another action with the sentence structure: “I can …” while doing the action which the previous student said. Then, students do it in turns in the circle.

- **Evaluate:**
  - Teacher lays all of the action cards and the family member title cards, and students are expected to identify the words which the teacher mentioned.
  - Teacher observes and listens to students reading the text

---

**Week 4 – Group Red**
# Level 1: Family Member & Action Words

**Book:** *Smile* ... by Happy Reading Series (2008)

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
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<td><strong>Standard</strong></td>
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</tr>
<tr>
<td><strong>Benchmark:</strong> 0.1.10.10 and 0.2.10.10</td>
</tr>
</tbody>
</table>

Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

<table>
<thead>
<tr>
<th>Goals to the Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understandings:</strong></td>
</tr>
<tr>
<td><em>Students will understand:</em></td>
</tr>
<tr>
<td>• <strong>Key characters:</strong> see and smile</td>
</tr>
<tr>
<td>• <strong>Meaning of the text:</strong></td>
</tr>
<tr>
<td>o The dog smiles when it sees the father; the father smiles when he sees the cat; the cat smiles when it sees the mouse. However, the mouse runs away when he sees the cat smiling at him.</td>
</tr>
</tbody>
</table>

*Predicted misunderstandings:*

<table>
<thead>
<tr>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What did you see in the text?</td>
</tr>
<tr>
<td>• What did the dog/father/cat see?”</td>
</tr>
<tr>
<td>• Why the dog smiles when it sees the father?</td>
</tr>
<tr>
<td>• Why the father smiles when he sees the cat?</td>
</tr>
<tr>
<td>• Why the cat smiles when it sees the mouse?</td>
</tr>
<tr>
<td>• “Why the mouse runs away when he sees the cat?”</td>
</tr>
</tbody>
</table>
- Mix the characters with similar morphology:
  - See vs have

**Acquisition**

*Students will know:*

- Students will review words: family member titles, dance, run, laugh, sing, drink, sleep, and walk, can, stand, laugh, sit, jump, somersault, and shout
- Students will learn the key characters: see, and smile
- Students will be able to use the sentence structure: xx (a family member) sees xx (a family member/an animal).
- Students will be able to understand and explain the reason why the little mouse runs away when he sees the cat in the text.

**Stage 2—Assessment Evidence**

<table>
<thead>
<tr>
<th>Performance Tasks:</th>
<th>Other Evidence:</th>
</tr>
</thead>
</table>
| *Students will show their understanding of the texts by:*
  - Answering the teacher’s questions
  - Rearranging the sentence strips and read in pairs
  - Reading the text individually |
| *Students will demonstrate achievement of the desired results by:*
  - Reading the text with stable and fluent language pace
  - Using the family member titles and action words in daily conversations |
Using the sentence structure: xx (a family member) sees xx (a family member/an animal).

Stage 3—Learning Plan

Summary of the Key Learning Events and Instructions:

- Engage:
  - Teacher reviews the word: family member titles, dance, run, laugh, sing, drink, sleep, and walk, can, stand, laugh, sit, jump, somersault, and shout
  - Teacher plays the “I can …” game with the group (please check the specific game procedures in Week 3 lesson plans)

- Explore:
  - Teacher shows each page of the text to students, but not reading to them
  - Teacher shows students the key characters with word cards: see and smile, and asks students to interpret the meaning
  - Students try to read the text word by word by themselves

- Explain:
  - Teacher asks, “What did you see in the text?” and “What did the dog/father/cat see?”
Teacher guides students to perform the action of smile and laugh. Teacher facilitates students to understand smile is the same as laugh in Chinese.

- Elaborate:

  - Teacher printed out the sentence strips of the text and has students rearrange the strips in pairs.
  - Students read in pairs.
  - Discussion: Teacher guides students to discuss the reasons …
    - “Why the dog smiled when he saw the father?”
    - “Why the father smiled when he saw the cat?”
    - “Why the cat smiled when he saw the mouse?”
    - “Why the mouse ran away when he saw the cat?”
    - Teacher guides students to discuss the reasons and shows students the word card of “scared” to this group of students as an extension of the text.

- Evaluate:

  - Teacher asks students, “What do you see in the classroom?”
  - Teacher has each student pick two of the word cards from a box and records their sentences: xx (a family member) sees xx (a family member/an animal); or imitating the sentence structures in the text: xx (a family member) sees xx (a family member/an animal), smiles.
  - Teacher observes and listens to students reading the text.
Week 4—Group Orange

Level 1: Family Member & Action Words

Book: *Smile* … by Happy Reading Series (2008)

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
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<td><strong>Minnesota Academic Standard English Language Arts K-12 (2010)</strong></td>
</tr>
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Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

<table>
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<tr>
<th>Goals to the Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understandings:</strong></td>
</tr>
</tbody>
</table>

*Students will understand:*

- **Key characters:** see and smile

- **Meaning of the text:**
  - The dog smiles when it sees the father; the father smiles when he sees the cat; the cat smiles when it sees the mouse. However, the mouse runs away when he sees the cat smiling at him.

<table>
<thead>
<tr>
<th>Essential Questions:</th>
</tr>
</thead>
</table>

- What did you see in the text?
- What did the dog/father/cat see?" 
- Why the dog smiles when it sees the father?
- Why the father smiles when he sees the cat?
- Why the cat smiles when it sees the mouse?
- “Why the mouse runs away when he sees the cat?
**Predicted misunderstandings:**

- Mix the characters with similar morphology:
  - See vs have

**Acquisition**

**Students will know:**

- Students will review words: family member titles, dance, run, laugh, sing, drink, sleep, and walk, can, stand, laugh, sit, jump, somersault, and shout
- Students will learn the key characters: see and smile
- Students will be able to use the sentence structure: xx (a family member) sees xx (a family member/an animal).
- Students will be able to understand and explain the reason why the little mouse runs away when he sees the cat in the text.

**Stage 2—Assessment Evidence**

**Performance Tasks:**

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Rearranging the sentence strips and read in pairs

**Other Evidence:**

*Students will demonstrate achievement of the desired results by:*

- Reading the text with stable and fluent language pace
• Reading the text individually

• Using the sentence structure: xx (a family member) sees xx (a family member/an animal).

• Using the family member titles and action words in daily conversations

### Stage 3—Learning Plan

#### Summary of the Key Learning Events and Instructions:

- **Engage:**
  - Teacher reviews the word: family member titles, dance, run, laugh, sing, drink, sleep, and walk, can, stand, laugh, sit, jump, somersault, and shout
  - Teacher plays the “I can …” game with the group (please check the specific game procedures in Week 3 lesson plans)

- **Explore:**
  - Teacher shows each page of the text to students, but not reading to them
  - Teacher shows students the key characters with word cards: see and smile, and asks students to interpret the meaning
  - Students try to read the text word by word by themselves

- **Explain:**
  - Teacher asks, “What did you see in the text?” and “What did the dog/father/cat see?”
Teacher guides students to perform the action of smile and laugh. Teacher facilitates students to understand smile is the same as laugh in Chinese.

Teacher shows the word cards: see and have. Teacher guides students to identify the differences between the characters.

- Elaborate:
  - Teacher printed out the sentence strips of the text and has students rearrange the strips in pairs
  - Students read in pairs
  - Discussion: Teacher guides students to discuss the reasons …
    - “Why the dog smiled when he saw the father?”
    - “Why the father smiled when he saw the cat?”
    - “Why the cat smiled when he saw the mouse?”
    - “Why the mouse ran away when he saw the cat?”
    - Teacher guides students to discuss the reasons and shows students the word card of “scared” to this group of students as an extension of the text.

- Evaluate:
  - Teacher asks students, “What do you see in the classroom?”
  - Teacher has each student pick two of the word cards from a box and records their sentences: xx (a family member) sees xx (a family member/an animal)
  - Teacher observes and listens to students reading the text
Week 4—Group Yellow

Level 1: Family Member & Action Words

Book: *Smile* … by Happy Reading Series (2008)

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<th>Stage 1—Desired Results</th>
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**Goals to the Lesson**

**Understandings:**

*Students will understand:*

- **Key characters:** see and smile

- **Meaning of the text:**
  - The dog smiles when it sees the father; the father smiles when he sees the cat; the cat smiles when it sees the mouse. However, the mouse runs away when he sees the cat smiling at him.

**Essential Questions:**

- What did you see in the text?
- What did the dog/father/cat see?*
- Why the dog smiles when it sees the father?
- Why the father smiles when he sees the cat?
- Why the cat smiles when it sees the mouse?
- “Why the mouse runs away when he sees the cat?”
**Predicted misunderstandings:**

- Mix the characters with similar morphology:
  - See vs have

**Acquisition**

**Students will know:**

- Students will review words: family member titles, dance, run, laugh, sing, drink, sleep, and walk, can, stand, laugh, sit, jump, somersault, and shout
- Students will learn the key characters: see and smile
- Students will be able to use the sentence structure: xx (a family member) sees xx (a family member/an animal).
- Students will be able to understand and explain the reason why the little mouse runs away when he sees the cat in the text.

**Stage 2—Assessment Evidence**

**Performance Tasks:**

- Students will show their understanding of the texts by:
  - Answering the teacher’s questions
  - Rearranging the sentence strips and read in pairs

**Other Evidence:**

- Students will demonstrate achievement of the desired results by:
  - Reading the text with stable and fluent language pace
### Stage 3—Learning Plan

#### Summary of the Key Learning Events and Instructions:

- **Engage:**
  - Teacher reviews the word: family member titles, dance, run, laugh, sing, drink, sleep, and walk, can, stand, laugh, sit, jump, somersault, and shout
  - Teacher plays the “I can …” game with the group (please check the specific game procedures in Week 3 lesson plans)

- **Explore:**
  - Teacher shows each page of the text to students, but not reading to them
  - Teacher shows students the key characters with word cards: see and smile, and asks students to interpret the meaning
  - Students try to read the text word by word by themselves

- **Explain:**
  - Teacher asks, “What did you see in the text?” and “What did the dog/father/cat see?”

- **Reading the text individually**

- **Using the sentence structure:** xx (a family member) sees xx (a family member/an animal).

- **Using the family member titles and action words in daily conversations**
Teacher guides students to perform the action of smile and laugh. Teacher facilitates students to understand smile is the same as laugh in Chinese.

Teacher shows the word cards: see and have. Teacher guides students to identify the differences between the characters.

- Elaborate:
  - Teacher printed out the sentence strips of the text and has students rearrange the strips in pairs
  - Students read in pairs
  - Discussion: Teacher guides students to discuss the reasons …
    - “Why the dog smiled when he saw the father?”
    - “Why the father smiled when he saw the cat?”
    - “Why the cat smiled when he saw the mouse?”
    - “Why the mouse ran away when he saw the cat?”
    - Teacher guides students to discuss the reasons and shows students the word card of “scared” to this group of students as an extension of the text.

- Evaluate:
  - Teacher has each student pick two of the word cards from a box and records their sentences: xx (a family member) sees xx (a family member/an animal);
  - Teacher guides students to use the word of “see” in a sentence: “What can you see in the classroom?” or “What can you see at home?”
  - Teacher observes and listens to students reading the text
Week 4—Group Green

Level 1: Family Member & Action Words

Book: *Smile* … by Happy Reading Series (2008)

### Stage 1—Desired Results

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Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

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<tr>
<td>• <strong>Meaning of the text:</strong></td>
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<td>• Why the dog smiles when it sees the father?</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>• “Why the mouse runs away when he sees the cat?”</td>
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</table>
### Predicted misunderstandings:
- Mix the characters with similar morphology:
  - See vs have

### Acquisition

**Students will know:**
- Students will review words: family member titles, dance, run, laugh, sing, drink, sleep, and walk, can, stand, laugh, sit, jump, somersault, and shout
- Students will learn the key characters: see and smile
- Students will be able to use the sentence structure: xx (a family member) sees xx (a family member/an animal).
- Students will be able to understand and explain the reason why the little mouse runs away when he sees the cat in the text.

### Stage 2—Assessment Evidence

**Performance Tasks:**
*Students will show their understanding of the texts by:*
- Answering the teacher’s questions
- Rearranging the sentence strips and read in pairs

**Other Evidence:**
*Students will demonstrate achievement of the desired results by:*
- Reading the text with stable and fluent language pace
### Stage 3—Learning Plan

<table>
<thead>
<tr>
<th>Summary of the Key Learning Events and Instructions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engage:</strong></td>
</tr>
<tr>
<td>o Teacher reviews the word: family member titles, dance, run, laugh, sing, drink, sleep, and walk, can, stand, laugh, sit, jump, somersault, and shout</td>
</tr>
<tr>
<td>o Teacher plays the “I can …” game with the group (please check the specific game procedures in Week 3 lesson plans)</td>
</tr>
<tr>
<td><strong>Explore:</strong></td>
</tr>
<tr>
<td>o Teacher gives a brief summary of each page</td>
</tr>
<tr>
<td>o Teacher shows students the key characters with word cards: see and smile, and asks students to interpret the meaning</td>
</tr>
<tr>
<td>o Teacher reads aloud the text to students</td>
</tr>
<tr>
<td>o Students read the text individually and can ask the teacher questions about the words during reading</td>
</tr>
<tr>
<td><strong>Explain:</strong></td>
</tr>
</tbody>
</table>

- Reading the text individually
- Using the sentence structure: xx (a family member) sees xx (a family member/an animal).
- Using the family member titles and action words in daily conversations
Teacher asks, “What did you see in the text?” and “What did the dog/father/cat see?”

Teacher guides students to perform the action of smile and laugh. Teacher facilitates students to understand smile is the same as laugh in Chinese.

Teacher shows and emphasizes the word cards: see and have. Teacher guides students to identify the differences between the characters. Teacher guides students use these two words to make sentences.

- **Elaborate:**
  - Teacher printed out the sentence strips of the text and has students rearrange the strips as a group
  - Students read the sentence strips together
  - Discussion: Teacher guides students to discuss the reasons …
    - “Why the dog smiled when he saw the father?”
    - “Why the father smiled when he saw the cat?”
    - “Why the cat smiled when he saw the mouse?”
    - “Why the mouse ran away when he saw the cat?”
    - Teacher guides students to discuss the reasons and shows students the word card of “scared” to this group of students as an extension of the text.

- **Evaluate:**
  - Teacher has each student pick one of the word cards from a box and records their sentences: xx (a family member) sees a dog.
Teacher guides students to use the word of “see” in a sentence: “What can you see in the classroom?” or “What can you see at home?”

Teacher observes and listens to students reading the text

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**Week 4—Group Blue**

**Level 1: Family Member & Action Words**

**Book: Smile … by Happy Reading Series (2008)**

<table>
<thead>
<tr>
<th>Stage 1—Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
<tr>
<td><strong>Minnesota Academic Standard English Language Arts K-12 (2010)</strong></td>
</tr>
<tr>
<td>Benchmark: 0.1.10.10 and 0.2.10.10</td>
</tr>
</tbody>
</table>

Students will be able to actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interests, and academic tasks.

**Goals to the Lesson**

<table>
<thead>
<tr>
<th>Understandings:</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will understand:</em></td>
<td><em>What did you see in the text?</em></td>
</tr>
<tr>
<td></td>
<td><em>What did the dog/father/cat see?</em></td>
</tr>
<tr>
<td></td>
<td><em>Why the dog smiles when it sees the father?</em></td>
</tr>
</tbody>
</table>

**Key characters:** see and smile

**Meaning of the text:**
The dog smiles when it sees the father; the father smiles when he sees the cat; the cat smiles when it sees the mouse. However, the mouse runs away when he sees the cat smiling at him.

**Predicted misunderstandings:**

- **Mix the characters with similar morphology:**
  - See vs have

**Acquisition**

**Students will know:**

- Students will review words: family member titles, dance, run, laugh, sing, drink, sleep, and walk, can, stand, laugh, sit, jump, somersault, and shout
- Students will learn the key characters: see and smile
- Students will be able to use the sentence structure: xx (a family member) sees xx (a family member/an animal).
- Students will be able to understand and explain the reason why the little mouse runs away when he sees the cat in the text.

**Stage 2—Assessment Evidence**
**Performance Tasks:**

*Students will show their understanding of the texts by:*

- Answering the teacher’s questions
- Rearranging the sentence strips and read in pairs
- Reading the text individually
- Using the sentence structure: xx (a family member) sees xx (a family member/an animal).

**Other Evidence:**

*Students will demonstrate achievement of the desired results by:*

- Reading the text with stable and fluent language pace
- Using the family member titles and action words in daily conversations

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### Stage 3—Learning Plan

**Summary of the Key Learning Events and Instructions:**

- **Engage:**
  - Teacher reviews the word: family member titles, dance, run, laugh, sing, drink, sleep, and walk, can, stand, laugh, sit, jump, somersault, and shout
  - Teacher plays the “I can …” game with the group (please check the specific game procedures in Week 3 lesson plans)

- **Explore:**
  - Teacher gives a brief summary of each page
  - Teacher shows students the key characters with word cards: see and smile, and asks students to interpret the meaning
- Teacher reads aloud the text to students
- Students read the text individually and can ask the teacher questions about the words during reading

- **Explain:**
  - Teacher asks, “What did you see in the text?” and “What did the dog/father/cat see?”
  - Teacher guides students to perform the action of smile and laugh. Teacher facilitates students to understand smile is the same as laugh in Chinese.
  - Teacher shows and emphasizes the word cards: see and have. Teacher guides students to identify the differences between the characters. Teacher guides students use these two words to make sentences.

- **Elaborate:**
  - Teacher printed out the sentence strips of the text and has students rearrange the strips as a group
  - Students read the sentence strips together
  - Discussion: Teacher guides students to discuss the reasons …
    - “Why the dog smiled when he saw the father?”
    - “Why the father smiled when he saw the cat?”
    - “Why the cat smiled when he saw the mouse?”
    - “Why the mouse ran away when he saw the cat?”
  - Teacher guides students to discuss the reasons and shows students the word card of “scared” to this group of students as an extension of the text.
• Evaluate:
  o Teacher has each student pick one of the word cards from a box and records their sentences: xx (a family member) sees a dog.
  o Teacher observes and listens to students reading the text
Appendix G

Leveled Guided Reading Materials

Happy Reading Series (2008)

<table>
<thead>
<tr>
<th>Level</th>
<th>Topic</th>
<th>Title of the Book</th>
<th>Sentence Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Family Members &amp; Action Words</td>
<td>I am …</td>
<td>I am …</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>He is …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grandmother’s Sound</td>
<td>Grandmother is …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can …</td>
<td>I can …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smile</td>
<td>xx (a family member) sees …</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>I like …</td>
<td>I like …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I want …</td>
<td>I want …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is my younger sister eating?</td>
<td>My younger sister/ a family member is eating …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It’s dinner time!</td>
<td>We had …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The greedy little mouse</td>
<td>It ate …</td>
</tr>
<tr>
<td>Page</td>
<td>Food</td>
<td>My cookie is missing</td>
<td>I didn’t eat your …</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The tableware</td>
<td>I like to use …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mother’s Cake</td>
<td>This is …</td>
</tr>
<tr>
<td>3</td>
<td>Animals</td>
<td>Three red apples</td>
<td>xx (a family member) eats …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Review Level 1 and Level 2)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Animals</td>
<td>Gua, gua, gua</td>
<td>xx (an animal name) talks, …</td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>The animals can sing</td>
<td>xx (an animal name) sings, …</td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>What is this?</td>
<td>This is … (an animal name)</td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>Ten little tigers</td>
<td>Ten little tigers are …</td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>Little rabbit is ill</td>
<td>xx (an animal name) come to see the rabbit.</td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>Where is the black cat?</td>
<td>The cat likes to …</td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>The little pig’s trip</td>
<td>xx (an animal name) sees …</td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>Who scared of whom?</td>
<td>xx (an animal name) is afraid of xx (a family member/an animal name)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Review Level 1, 2 &amp; 3)</td>
<td></td>
</tr>
</tbody>
</table>
| Directions & Colors | Up and down | xx (an animal name) stays up in/on ….  
|  |  | xx (an animal name) is under the …  
|  | Front and behind | … is in front,  
|  |  | … is behind  
|  | In the middle | … is in the …  
|  | My home | I am in … (place)  
|  | Easy or not? | Is it easy to … (directions)?  
|  | Left and right | xx is on the left side, xx is on the right side.  
|  | Where is the little cow? | Where is the …?  
|  | Which one is bigger? | xx is big, and xx is small.  
|  | Is this the monkey? | xx is bigger/smaller than …  
|  | The apple pie | This is … (a color)  
|  | Far and near | That is … (far/near)  


<table>
<thead>
<tr>
<th>5</th>
<th>Jobs &amp; Review</th>
<th>Christmas gifts (Review Level 1, 2, 3, &amp; 4)</th>
<th>xx (a family member) sends something to xx (an animal/a family member)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I am the little chef</td>
<td>I made xx (a type of food) to xx (a family member)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Let’s go out!</td>
<td>xx (a family member) wears …</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I fell down</td>
<td>xx (an animal/a family member) is … (an action)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The policeman</td>
<td>I am … (a job)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My tooth aches</td>
<td>I want to be … (a job)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The future</td>
<td>xx (a family member) is … (a job)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Firemen</td>
<td>Could you please help me …?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My mother</td>
<td>xx (a family member) wants to be … (a job)</td>
<td></td>
</tr>
</tbody>
</table>
| Where is the blue elephant? (Review level 1 to 5) | xx (an animal name) is … (a job)  
xx (an animal name/a family member) sees … (a place) |
Reference


