

Planning for *Listening and Learning* Domain Units

Planning and preparation for the Listening and Learning domain units will really help them to “come alive”—increasing both engagement and learning opportunities for students.

In addition to pre-reading and preparing for each individual lesson, unit-level planning is recommended. Use the *Tell it Again! Read-Aloud Anthology* and the following guidelines and checklists to prepare for each domain unit.

What Teachers Need to Know

Understanding the big idea of the domain topic, why the domain topic is important, and what the individual content objectives are will help teachers to support learners and create meaningful reinforcements and extensions throughout the unit.

Using the *Tell it Again! Read-Aloud Anthology*:

- Read the domain introduction
- Read the *Why [this domain] is Important* section
- Read the *What Students Have Already Learned in Core Knowledge Language Arts* section.
 - Note or highlight content objectives that you may need to review for students in preparation for this domain.
 - How will you review these?
- Read the *Instructional Objectives for [this domain]* chart.
 - Note or highlight those that you may need to learn more about in order to best support student learning.
 - How will you learn more?

Planning and Pacing

Planning for the domain with pacing in mind will allow teachers to present the domain smoothly and ensure that an appropriate amount of time is allocated to the domain. It may be helpful to document this information in calendar format, adjusting for weekends, holidays, and special events. For each lesson, it will also be helpful to identify if there are *instructional masters* and *parent letters* available. In addition, *pausing points* in each domain provide an opportunity to spend one or two additional days reviewing, reinforcing, or extending the material prior to the pausing point.

Using the TABLE OF CONTENTS:

- Identify the number of lessons in this domain: _____
- Calculate the maximum number of days for this domain,
(1 day for each lesson + 1 (or 2) day(s) for each *Pausing Point*): _____

Using the APPENDIX:

- Note the lessons that include *Instructional Masters*: _____
- Note the lessons with Parent Letters: _____

Using the TABLE OF CONTENTS, locate the *Pausing Point* sections.

- Note which lessons are followed by a *Pausing Point*: _____

Core Vocabulary

The *Core Vocabulary* list in the Introduction to each domain contains all of the words that appear boldfaced in the read-aloud text. The inclusion of the words on this list does not mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, extension activities, and related classroom conversation, students should acquire a good understanding of most of these words and begin to use some of them in their own conversation. Teachers' familiarity with the Core Vocabulary list will allow them to support learning by intentionally modeling the words and encouraging their use when opportunity arises.

Using the core vocabulary chart in the *Introduction*:

- Review core vocabulary for the domain. Definitions appear in the *Core Vocabulary* section at the beginning of the lesson that contains each word.
- List props or visuals you may have to support students learning this vocabulary:

As you pre-read each read-aloud:

- Note additional vocabulary for which students may need instruction to fully understand the read-aloud:

Assessment and Remediation

Instructional masters intended for assessment purposes are identified in the *Introduction* to each domain. In the draft review version of CKLA, The assessments focus primarily on content objectives. Teachers may also wish to consider opportunities for assessment of vocabulary and ELA objectives.

Using the DOMAIN ASSESSMENT and the OBJECTIVES CHART:

- Compare the domain assessment and answer key to the core content objectives, marking on the assessment answer key which lessons address the assessment items.
- Consider and mark which items might guide creation of your own mid-unit assessment.

Using the DOMAIN ASSESSMENT and the PAUSING POINTS throughout the *Tell it Again! Read-Aloud Anthology*:

- Review the pausing point activities, noting on the assessment key which activities might offer appropriate support for the assessment item (for remediation purposes).

Using the PAUSING POINT ACTIVITIES throughout the *Tell it Again! Read-Aloud Anthology*:

- Mark an “L” next to those that you might want to include as part of – or an extension to – a particular domain lesson.
- Mark a “PP” next to those that you might want to use during the domain pausing points.

Reinforcing and Extending Learning

Plan cross-curricular instruction to reinforce and extend the learning. During the planning process, it is helpful to consider the other areas of the day in which you can reinforce or extend learning of the core content objectives. Additionally, trade books that align with the domain content are listed in the introduction to each domain.

Using the STUDENT CHOICE AND DOMAIN-RELATED TRADE BOOK EXTENSIONS section of the Introduction and the RECOMMENDED TRADE BOOKS section:

- Note the lessons that include trade book extensions: _____
- Identify the trade books available (in the classroom or from the library):

Based on the domain content objectives:

- Note any additional images, props, materials or resources related to the domain that you may have available:

- Identify Internet, multimedia, and/or local resources specific to this domain:

- Document any extension opportunities based on current events, your students and their local community, local events and resources, etc.

- Document ideas for cross-curricular connections: