Planning for *Systematic Shared Interactive Reading Units* to Build Knowledge around Domains

When using shared interactive reading in a systematic way to build knowledge as well as language, domain-level planning is recommended. This is critical to ensure that you are providing exposure to complex language through read-alouds, that you are building on previous background knowledge taught within a unit, and that you are systematically building coherence from one unit to the next.

This planning template, originally designed for use with the Shared Interactive Reading materials provided by the Core Knowledge Language Arts: New York (Listening and Learning), will prepare you to teach a domain effectively.

What Teachers Need to Know

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

Consider:

☐ *Why is this domain important?* Consider what the big ideas are and what resources you can use to build your own knowledge on the big ideas.

☐ What have students already learned about this domain in prior grades or in domains taught earlier in the year?

☐ What are the *content objectives* for this domain?

☐ What are the *instructional objectives* for this domain?

▪ Note or highlight those objectives 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. 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 handouts or student worksheets that you will create or need. Consideration should be given to introducing parents, via a parent letter, to the content being taught, as well as family activities to support the learning. In addition, one or two extra days can be scheduled to provide an opportunity to review, reinforce, or extend the content prior to the end of the unit or unit assessment.

☐ List the number of lessons to be taught in this domain: _____

☐ List any additional days needed to "pause" to reinforce or review the content: _____

☐ Calculate the maximum number of days for this domain (lessons, review, assessment): _____

☐ Note the lessons that will include handouts: _____

☐ How will you make connections and give practice at home (e.g., Parent Letters, homework)?:
_____

☐ Note which lesson(s) at which it will be appropriate to "pause" and review content: _____

Core Vocabulary

A *Core Vocabulary* list can be created prior to the teaching of the domain to ensure that all of the important vocabulary is taught. 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 core vocabulary will allow them to support learning by intentionally modeling the words and encouraging their use when opportunity arises.

As you pre-read each read-aloud:

☐ Review for core vocabulary specific to the domain.

☐ Consider what words you will teach and *why.*

☐ List props or visuals you may have to support students learning this vocabulary.

☐ Note additional vocabulary for which students may need instruction to fully understand the read-alouds.

Assessment and Remediation

Create assessments that focus primarily on content objectives. Teachers may also wish to consider opportunities for assessment of vocabulary and ELA objectives.

☐ Identify which content objectives you will assess and create an end-of-unit assessment.

☐ Consider and mark which items might guide creation of your own mid-unit assessment.

☐ Note which activities might offer appropriate support for the assessment and for remediation.

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. Use additional trade books that align with the domain content.

☐ Note the lessons that can include a trade book extension:_____

☐ 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, trips, and resources, etc.

☐ Document ideas for cross-curricular connections: