**Planning to Build Knowledge around The Modules**

When using the strategies in the modules in a systematic way to build knowledge as well as common language, module 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.

**What Teachers Need to Know**

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

Beginning with the Module Overview, consider:

 Why is this module 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 module in prior grades or in the module(s) taught earlier in the year?

 What are the *content objectives* for this module?

 What are the *instructional objectives* for this module?

 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?

Moving to the Unit Overviews, consider for *each* unit:

How do the units fit together within the module? What are the big ideas of the units and how do they connect to the overall picture of the module?

 What have students already learned about each unit in prior units or in the module(s) taught earlier in the year?

 What are the *content objectives* for each unit?

 What are the *instructional objectives* for each unit?

 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?

What learning targets surprise you? Why?

Do you see a pattern with the learning targets?

**Planning and Pacing**

Planning for the module with pacing in mind will allow teachers to present the modules 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 modify. 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 each unit:

 List any additional days you think may be needed to “pause” to reinforce or review the content:

 Calculate the maximum number of days for this module:

 Note the lessons that will include handouts/text:

 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 vocabulary list is provided for each lesson and a core unit/module vocabulary list can be created prior to the teaching of the module 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. Additionally, sharing this resource with colleagues in your building will help support student vocabulary acquisition.

As you preview each unit/lesson:

 Review for core vocabulary specific to the module.

 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 text

**Assessment and Remediation**

Each module contains a mid-unit and end of unit assessment. However, as a teacher or grade level you may wish to create additional formal assessment moments.

 Identify the content objectives and standards addressed in each of the formal assessments.

 Consider how those will be scored, feedback to be provided to students and what it will tell you about student learning.

 Note which activities leading up to the assessment might give you insight into student learning and potential proficiency on the assessments. What additional assessments might you need to develop?

**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 Module content objectives:

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

 Identify Internet, multimedia, and/or local resources specific to this module:

 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: