

Preparing for the Phases of Interactive Writing: Interactive Writing Planner
Co-Constructing Understanding of New Text/s

<p>Prior to Interactive Writing First Reading of New Shared Text (Interactive Reading, Big Book, Poem, Play)</p>	<p>Theme: _____ Title of Text/s: _____</p> <p>Date/Day of Week: _____</p>			
<p>Before First Reading</p> <p><input type="checkbox"/> Set purpose for listening and/or reading comprehension to prepare and motivate students for the learning.</p>	<p>Purpose for Listening and/or Reading Comprehension:</p> <p><input type="checkbox"/></p>	<p>Vocabulary Consider addressing relevant vocabulary before and/or within the context of reading. However, <i>only</i> select vocabulary that must be understood in order for students' comprehension to be assembled during the reading.</p>		
<p>During First Reading</p> <p><input type="checkbox"/> Pause at strategic stopping places to scaffold students in applying reading strategies.</p>	<p>Strategic Stopping Places:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>			
<p>After First Reading</p> <p><input type="checkbox"/> Provide prompts to promote a discussion of key ideas and details, craft and structure, and integration of knowledge and ideas. If applicable, provide an opportunity for students to convey understanding through drawing, writing and provide evidence from the text/s.</p>	<p>Discussion Prompts:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Prompts for Drawing and/or Writing About Reading:</p> <p><input type="checkbox"/> Organizer:</p> <p>Prompt:</p>		
<p>College and Career Anchor Standards or Grade Specific Standards Addressed During Multiple Encounters with Text/s</p>				
<p>Reading:</p>	<p>Writing:</p>	<p>Speaking/Listening:</p>	<p>Language/Vocabulary:</p>	<p>Foundational Skills:</p>

Preparing for the Phases of Interactive Writing: Interactive Writing Planner
Nurturing Close Reading: Rereading and Scaffolding Awareness Text and Building Foundational Skills

<p>Prior to Interactive Writing Rereading Text and/or Scaffolding Awareness of Text Conventions that Include Foundational Skills</p>	<p>Theme: Title of Text/s: Date/Day of Week:</p>	<p>Theme: Title of Text/s: Date/Day of Week:</p>
<p>Before Reading <input type="checkbox"/> Set purpose for rereading the text and/or scaffold awareness of craft and structure, language, vocabulary or integration of knowledge and ideas.</p>	<p>Purpose/s for Rereading Text <input type="checkbox"/> <input type="checkbox"/></p>	<p>Purpose/s for Rereading Text and <input type="checkbox"/> <input type="checkbox"/></p>
<p>During Rereading <input type="checkbox"/> Engage and scaffold awareness of key ideas and details, craft and structure, language, vocabulary, integration of knowledge and ideas or build foundational skills.</p>	<p>Pages for Discussion: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Pages for Discussion: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>After the Rereading <input type="checkbox"/> Provide an opportunity to share understanding of text through speaking, writing and provide examples from text. Create verbal and nonverbal scaffolds.</p>	<p>Co-Construct Charts to Increase Attention to Print, Build Vocabulary, and Increase Comprehension (Consider Options Below): <input type="checkbox"/> Record Words or Letters (words that start the same, end the same; categorize letters according to letter features, etc.) <input type="checkbox"/> Record High Frequency Words to be Used in Reading and Writing <input type="checkbox"/> Generate and Record Rhyming Words <input type="checkbox"/> Reenact Text <input type="checkbox"/> Retell Text Orally; Map out Text <input type="checkbox"/> Build Vocabulary Charts <input type="checkbox"/> Discuss and Record Language Structures <input type="checkbox"/> Compare and Contrast Texts, Characters, Settings, etc. <input type="checkbox"/> Analyze Characters <input type="checkbox"/> Other</p>	<p>Co-Construct Charts to Increase Attention to Print, build Vocabulary, and Increase comprehension (Consider Options Below): <input type="checkbox"/> Record Words or Letters (words that start the same, end the same; categorize letters according to letter features, etc.) <input type="checkbox"/> Record High Frequency Words to be Used in Reading and Writing <input type="checkbox"/> Generate and Record Rhyming Words <input type="checkbox"/> Reenact Text <input type="checkbox"/> Retell Text Orally; Map out Text <input type="checkbox"/> Build Vocabulary Charts <input type="checkbox"/> Discuss and Record Language Structures <input type="checkbox"/> Compare and Contrast Texts, Characters, Settings, etc. <input type="checkbox"/> Analyze Characters <input type="checkbox"/> Other</p>

College and Career Anchor Standards or Grade Specific Standards Addressed During Multiple Encounters with Text/s

Reading:	Writing:	Speaking/Listening:	Language/Vocabulary:	Foundational Skills:
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