Formative Assessment of Enabling Objectives (Prerequisite Knowledge and Knowledge Checks or Retrieval Practice Items)

Directions: Please complete the items as they appear on your screen through Pear Deck.

Prerequisite Knowledge

Which of the following is the BEST definition of student discourse?

○ Students' pace, tone, volume, and expression when reading.

○ Students' engagement in instructional technology online.

○ Students' communication of ideas in oral or written form.

○ Students' sharing of personal stories connected to text.

In your own words, what is the definition of reading fluency? Please write 1-2 sentences.

Your answer

Given a vocabulary word from a text, create a vocabulary word card with all required elements as per the directions from Unit 2.

Sort the three elements of an IRA lesson in order, from 1 to 3.

	Reading	Post-Reading Discussion	Introduction
1	○	○	○
2	○	○	○
3	○	○	○

In your own words, what is the purpose of monitoring student discourse? Please write 1-2 sentences.

Your answer

Please rate your agreement with this statement: Students' questions and answers can go off on tangents that distract from the flow of the IRA lesson.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

How you would wrap up or put a hold on a lesson in which you still had half of the book to complete but only had five minutes left?

Please rate your agreement with this statement: I set goals in my teaching practice to continually improve over time

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

What is your current approach or goals when executing Interactive Read-Aloud lessons?

Please rate your agreement with this statement: I can engage my students by changing my tone, pace, and volume when I read books aloud.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

Please rate your agreement with this statement: I consistently assess my students' speaking and listening skills as they pertain to discussing read-alouds.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

Knowledge Checks or Retrieval Practice Items
Split into ~six groups (3 A groups, 3 B groups) to chart the benefits and avoided risks of using appropriate fluency (As) and monitoring student discourse (Bs).
Type the purposes of the 3 tiers of vocabulary (As) and the 4 DOK levels (Bs) into Pear Deck, while your partner coaches and praises.
Take turns reading through the list of action and decision steps with your partner.
Type the look-fors for observing student discourse (As) and modeling appropriate fluency (Bs) in the classroom into Pear Deck, while your partner coaches and praises.
Execute a sample IRA introduction plan by taking turns with your partner and giving your partner constructive feedback.
Execute a sample IRA reading plan by taking turns with your partner and giving your partner constructive feedback.
Execute a sample IRA post-reading discussion plan by asking one question to each member of your group and monitoring your group's responses on a form.