

Unit 3 - Executing Interactive Read-Aloud Lesson Plans

Action and Decision Steps

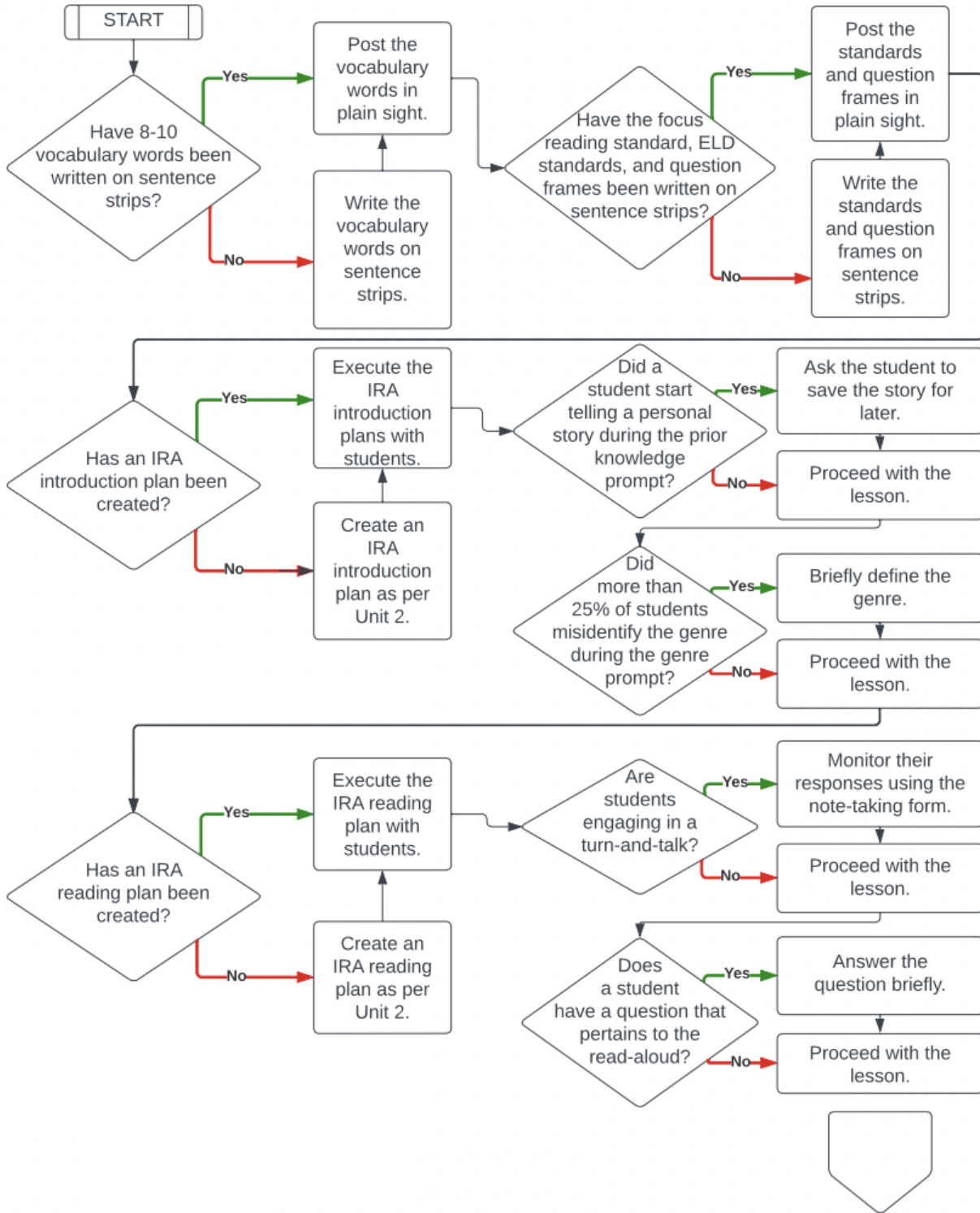
1. **Post** the 8-10 vocabulary words, the focus reading standard and two ELD standards, and question frames in plain sight.
 - a. **IF** the 8-10 vocabulary words have not been written in marker on index cards, **THEN** write them.
 - b. **IF** the focus reading standard, ELD standards, and question frames have not been written in marker on sentence strips, **THEN** write them.
2. **Execute** the IRA introduction plans with students.
 - a. **IF** an IRA introduction plan has not been created, **THEN** create one.
 - b. **IF** a student starts to tell a personal story during the prior knowledge prompt, **THEN** ask the student to save the story for later.
 - c. **IF** more than 25% of students misidentify the genre during the genre prompt, **THEN** provide a brief definition of the genre.
3. **Execute** the IRA reading plans with students.
 - a. **IF** an IRA reading plan has not been created, **THEN** create one.
 - b. **IF** students are engaging in a turn-and-talk, **THEN** monitor their responses using the note-taking form.
 - c. **IF** a student has a question pertaining to the read-aloud, **THEN** answer it briefly.
 - d. **IF** any one student asks more than one question, **THEN** ask the student to save the question for later.
 - e. **IF** time is running low, **THEN** ask all students to save questions for later.
 - f. **IF** time is running low, **THEN** teach no more than eight vocabulary words.
 - g. **IF** time is running low, **THEN** pose no more than one discussion question.

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4. **Execute** the IRA post-reading discussion plans with students.
 - a. **IF** an IRA post-reading discussion plan has not been created, **THEN** create one.
 - b. **IF** students are engaging in a turn-and-talk, **THEN** monitor their responses using the note-taking form.
 - c. **IF** a student has a question pertaining to the read-aloud, **THEN** answer it briefly.
 - d. **IF** any one student asks more than one question, **THEN** ask the student to save the question for later.
 - e. **IF** time is running low, **THEN** ask all students to save questions for later.
 - f. **IF** time is running low, **THEN** pose no more than one discussion question.

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Cognitive Task Analysis (CTA) Flowchart



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