

Unit 3: Executing IRA Lesson Plans

01

Why IRAs?

The benefits and avoided risks of doing the routine

02

What Do We Know?

Your prior knowledge about the routine

03

How Do We Do It?

The procedures of the routine in flowchart form

04

Am I Doing it Right?

Sample videos of the routine and chances to practice*

05

What Matters Most?

The major takeaways of this unit

06

What Comes Next?

A preview of the next unit

Daniel Townsend, Presenter

1/23 (While participants are gathering and waiting to begin)

Presenter: (As participants gather), distribute the storyboard slides; CTA action and decision steps and flowchart; learners' written IRA lesson plans from Unit 2; and sample IRA lesson plans.

Tell learners some positive noticings from Unit 2.

Remind participants again that they will have the opportunity to practice a sample IRA lesson plan with a partner.

COUNTDOWN
90s



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What is your favorite book that you have read OR that has been read to you?

Type your answer into Pear Deck.

Then share with your partner. Partner As first, then Partner Bs.

Timed Pair Share



Students, write your response!

Pear Deck Interactive Slide
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2/23 (1.5 minutes) - GAIN ATTENTION

Presenter: Tell learners to think about their favorite book to read aloud OR that has been read aloud to them.

Participants: Ask learners to type their favorite read-aloud into Pear Deck, and then share the title with their partner.



Objective

COUNTDOWN
90s

Given completion of Unit 2, **execute sample IRA introduction, reading, and post-reading discussion plans with your group using appropriate fluency**, adjusting for your group's discourse and time constraints as necessary, and **monitor your group's discourse on a form**.

What will be most challenging?

Share with your partner. Partner Bs first, then Partner As.

Timed Pair Share



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3/23 (1.5 minutes) - LEARNING OBJECTIVES

Presenter: Tell learners to read the objective on the slide.

Participants: Ask learners what they anticipate to be the most challenging element of this instructional goal, and then share the element with their partner.

Why IRAs?

1:00

Benefits

1. Background knowledge
2. Formal academic language
3. Motivation to read



Avoided Risks

1. Passively consumed books
2. Underdeveloped vocabulary
3. Exclusion of students with barriers to access

4/23 (1 minute) - REASONS FOR LEARNING BENEFITS AND RISKS AVOIDED

Presenter: Tell learners the benefits and avoided risks of making read-alouds interactive and the risks of not using a T-chart.

Your Turn!

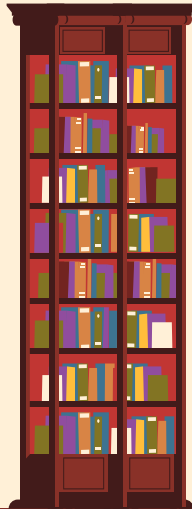
9:00

Benefits

A Groups: Discuss and chart the benefits of the teacher using appropriate fluency during IRA lessons.

B Groups: Discuss and chart the benefits of the teacher monitoring student discourse during IRA lessons.

Think about ELs + SPED students!



Avoided Risks

A Groups: Discuss and chart the avoided risks of the teacher using appropriate fluency during IRA lessons.

B Groups: Discuss and chart the avoided risks of the teacher monitoring student discourse during IRA lessons.

Think about ELs + SPED students!



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5/23 (9 minutes) - REASONS FOR LEARNING BENEFITS AND RISKS AVOIDED

Participants: Ask learners to 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).

What Do We Know?

0:30



Introduction (Top Bun)

*Set the stage
(Topic, author, genre, focus standards)*

Reading (Fillings)

*Read through the whole book
(Key vocabulary, simple turn-and-talks)*

Post-Reading Discussion (Bottom Bun)

*Engage in further discussion
(Deeper turn-and-talks)*

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6/23 (.5 minutes) - REVIEW AND RECALL PRIOR KNOWLEDGE

Presenter: Tell learners the three major parts to the IRA and their purposes (introduction, reading, post-reading discussion) using a hamburger analogy.

Your Turn!



3 Tiers of Vocabulary

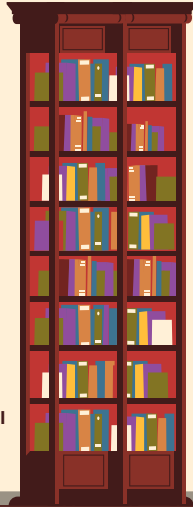
Partner As: Type into Pear Deck the purpose of the three tiers of vocabulary.

Partner B coaches and praises.

4 DOK Levels

Partner Bs: Type into Pear Deck the purpose of the four DOK levels.

Partner A coaches and praises.



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Students, write your response!

Pear Deck Interactive Slide
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7/23 (1.5 minutes) - REVIEW AND RECALL PRIOR KNOWLEDGE

Participants: Ask learners to type the purposes of the 3 tiers of vocabulary (As) and the 4 DOK levels (Bs) into Pear Deck, while the other partner coaches and praises.

2:00

What is one strength of your IRA lesson plan from Unit 2?

See the example IRA lesson plan with three identified strengths for reference.



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Students, write your response!

Pear Deck Interactive Slide
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8/23 (2 minutes) - ENTRY-LEVEL SKILLS

Presenter: Tell learners to peruse the provided sample IRA lesson plan that includes three identified strengths.

Participants: Ask learners to identify one strength of their lesson plan from Unit 2 and type it into Pear Deck.

3:00

What Are Our Actions and Decisions?



Take turns reading the action and decision steps with your partner.



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9/23 (3 minutes) - DESCRIBE WHAT IS NEW (TO BE LEARNED)

Presenter: Tell learners to peruse the list of action and decision steps.

Participants: Ask learners to take turns reading through the list of action and decision steps with their partner.

What Are Our Look-Fors?

2:00



Student Discourse

The verbal interaction of students using formal academic language and vocabulary
(Instructor-Provided Definition)

Partner As: Type into Pear Deck 2-3 look-fors for teachers observing student discourse.

Partner B coaches and praises.



Fluency

"The ability to read with speed, accuracy, and proper expression"
(Reading Rockets, 2022)

Partner Bs: Type into Pear Deck 2-3 look-fors for teachers modeling appropriate fluency.

Partner A coaches and praises.



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Students, write your response!

Pear Deck Interactive Slide
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10/23 (2 minutes) - NEW DECLARATIVE KNOWLEDGE

Presenter: Tell learners the definitions of “student discourse” and “fluency”.

Participants: Ask learners to type the look-fors for observing student discourse (As) and modeling appropriate fluency (Bs) in the classroom into Pear Deck, while the other partner coaches and praises.

When people adopt “mastery-oriented goals, they engage in...learning from their mistakes, changing strategies that don't work, and seeking help when necessary.”

- Marilla D. Svinicki (2009)

How would you like to improve in your IRA practice?



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Students choose an option

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11/23 (1 minute) - DESCRIBE AND EMPLOY LEARNING STRATEGIES

Presenter: Tell learners that setting a mastery goal for improvement and monitoring it over time will strengthen their IRA practice in the classroom.

Participants: Ask learners to set a mastery goal for their IRA practice in time management, behavior management, or fluency modeling on Pear Deck, and then observe the overall results.

2:00



What is one deficit in your prior knowledge?

Review your prerequisite knowledge, skills, and attitudes assessment.

Identify one deficit and type into Pear Deck.

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Students, write your response!

Pear Deck Interactive Slide
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12/23 (2 minutes) - ASSESS PREREQUISITE KNOWLEDGE (THE “WHAT”)

Participants will have taken a prerequisite knowledge, skills, and attitudes assessment prior to the live session.

Presenter: Tell learners that assessing their prerequisite knowledge is important so that gaps in their learning can be identified.

Participants: Ask learners to peruse the results of their prerequisite knowledge assessment, pinpoint one deficit in their prerequisite knowledge, and type the deficit into Pear Deck.

How Do We Do It?

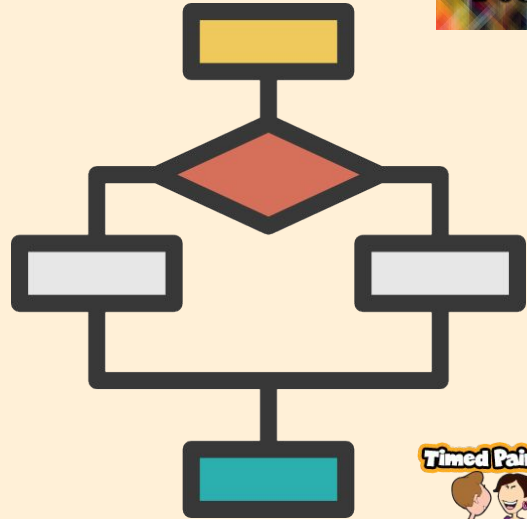
7:00

Check off the items of the flowchart as the presenter goes through them.

What item(s) may not be feasible in the classroom?

Share with your partner. Partner Bs first, then Partner As.

Graphics: <https://www.pngwing.com> (Free),
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Timed Pair Share



13/23 (7 minutes) - DEMONSTRATE PROCEDURES (“HOW-TO”)

Presenter: Tell learners to check off the steps of the CTA flowchart as the instructor talks through IRA lesson plan execution step-by-step.

Participants: Ask learners to identify one area that they foresee may not be feasible in the conceptually authentic environment, and then share the area with their partner.

10:00

BREAK - 10 Minutes

1. Restrooms
2. Water
3. Snacks

Questions? Please see the presenter.



Graphic:

<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTw6E6mtZZbadAHvlQAbxqi1Ln7VKt2DGyAF4oXKv9nzS5Puupl&s> (Free)

14/23 (10 minutes) - (While participants are taking a mid-unit break)

Presenter: (As participants take a break), distribute the trade books; sample vocabulary cards, standards, and question frames; and sample and blank forms for note-taking on student data and goal monitoring on teacher improvement. Answer questions as necessary.

Sample Video
(~2 minutes)

Are We Doing it Right?

IRA Introduction

10:00

Reminder: Set the stage for students by touching on the topic, author, genre, and focus standards.

Partner A practices IRA introduction.	Partner B listens.	~3 minutes
Partner A listens.	Partner B gives feedback.	~1 minute
Partner A listens.	Partner B practices IRA introduction.	~3 minutes
Partner A gives feedback.	Partner B listens.	~1 minute

15/23 (10 minutes) - PROVIDE PRACTICE AND FEEDBACK

Presenter: Tell learners to watch a video excerpt of a sample IRA introduction.

Participants: Ask learners to execute a sample IRA introduction plan by taking turns with their partner and giving their partner constructive feedback.

Sample Video
(~5 minutes)

Are We Doing it Right?

IRA Reading

25:00

Reminder: Read the book, stopping to teach students key vocabulary and ask simple turn-and-talk questions.

Partner A practices IRA reading.	Partner B listens.	~8 minutes
Partner A listens.	Partner B gives feedback.	~2 minutes
Partner A listens.	Partner B practices IRA reading.	~8 minutes
Partner A gives feedback.	Partner B listens.	~2 minutes

16/23 (25 minutes) - AUTHENTIC ASSESSMENT

Presenter: Tell learners to watch a video excerpt of a sample IRA reading.

Participants: Ask learners to execute a sample IRA reading plan by taking turns with their partner and giving their partner constructive feedback.

Sample Video
(~2 minutes)

Are We Doing it Right?

IRA Post-Reading Discussion

10:00

Reminder: Engage students in further discussion through deeper turn-and-talk questions.

Team member 1 poses a question to the group.	Group members respond. Team member 1 writes.	~2 minutes
Team member 2 poses a question to the group.	Group members respond. Team member 2 writes.	~2 minutes
Team member 3 poses a question to the group.	Group members respond. Team member 3 writes.	~2 minutes
Team member 4 poses a question to the group.	Group members respond. Team member 4 writes.	~2 minutes

17/23 (10 minutes) - RETENTION AND TRANSFER

Presenter: Tell learners to watch a video excerpt of a sample IRA post-reading discussion.

Participants: Ask learners to execute a sample IRA post-reading discussion plan by asking one question to each member of their group and monitoring their group's responses on a form.

What Matters Most?

0:30

"People's beliefs about their abilities have a profound effect on those abilities." - Albert Bandura (1997)



Self-Efficacy = Knowledge + Value + Practice

18/23 (.5 minutes) - BIG IDEAS

Presenter: Tell learners the three major components that are vital in building their self-efficacy: cognitive (knowledge), motivation (value), and behavioral (level of practice).

What Matters Most?

0:20



**Rate Your Agreement: I am more knowledgeable
about IRAs as a result of this unit.**



Students choose an option

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19/23 (.5 minutes) - BIG IDEAS

Participants: Ask learners to rate the extent to which their knowledge increased on Pear Deck.

What Matters Most?

0:20



Rate Your Agreement: I value IRAs more as a result of this unit.



Students choose an option

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20/23 (.5 minutes) - BIG IDEAS

Participants: Ask learners to rate the extent to which their value increased on Pear Deck.

What Matters Most?

0:20



**Rate Your Agreement: I have practiced IRAs
more as a result of this unit.**



Students choose an option

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21/23 (.5 minutes) - BIG IDEAS

Participants: Ask learners to rate the extent to which their level of practice increased on Pear Deck.

What Comes Next?

COUNTDOWN
90s

Unit 4: Planning and Executing Response Tasks for IRAs	Objective (1): Plan IRA response tasks for days on which new IRA titles are not presented.	Objective (2): Execute IRA response task plans.
Unit 5: Assessing Student Motivation and Mastery	Objective (1): Assess student motivation and mastery of the chosen focus standards for the week.	

Which objective are you most excited to tackle?

Type your answer (4.1, 4.3, or 5.1) into Pear Deck.

Then share with your partner. Partner As first, then Partner Bs.

Timed Pair Share



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Students, write your response!

Pear Deck Interactive Slide
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22/23 (1.5 minutes) - ADVANCE ORGANIZER FOR THE NEXT UNIT

Presenter: Tell learners to look at the advance organizer of the remaining two units (Unit 4 (Learning Goals 5 and 6) and Unit 5 (Learning Goal 7)).

Participants: Ask learners to type which learning goal they are most interested in tackling next and why on Pear Deck, and then share the learning goal with their partner.

Thank you!

1. Lunch (11:30am-12:30pm)
2. Follow-Up Survey/Focus Groups
3. Google Drive

Questions? Please see the presenter.



**The more confident you feel in your teaching,
the more confident your students will be!**

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23/23 (While participants are transitioning to lunch)

References

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman/Times Books/Henry Holt & Co.

Svinicki, M. D. (2009) Fostering a mastery goal orientation in the classroom. In S. A. Meyers & J. R. Stowell (Eds.), *Essays from excellence in teaching (vol. 9)* (pp. 25-28). Society for the Teaching of Psychology.