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| **PACE Check** | |
| **Purpose**  Have you established a purpose for reading? What is it? Can your students identify the purpose for their reading? Is your purpose meaningful? Engaging? Does it provide opportunities for students to think and respond to text? Will they have a pencil in hand? |  |
| **Accountability**  How will you hold students accountable for their learning? How will they demonstrate mastery or partial mastery of the target(s)? How will students know what proficient work looks like? What will you do for students who don’t learn? What will you do for students who learn quickly? |  |
| **Congruency** to Standards/Targets/Assessments  What is your clear/intentional/focused link to the standards? What vocabulary should you be using to communicate your target(s)? How will you assess the targets you’ve chosen? How do your class activities help prepare students to be assessed? Do your assessments match your activities? |  |
| **Eyes** on Text  What activities have you planned for students to be immersed in reading? Have you included BDA strategies? How will students know the purpose for their reading? Is the text grade appropriate (Lexile and content)? How will students read the text (independently, partners, etc.)? |  |