

# Pittsburg Direct Instruction Model

Criteria for Transitional Checking For Understanding (CFU):

85% Before Moving on

## Teaching Standard/Chunk:

RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information (details) in a text.

Concept of comparing/contrasting.

## Instructional Expectation:

(What will students produce to show evidence of their learning?)

Students will be able to fill out a simplified double bubble with one similarity and one difference.

I = Teacher models all the thinking

## I. Opening:

DOK Level:

- **Student Friendly objective:**

"Today we are going to compare and contrast two things. We will see how they are the same and how they are different."

- **Activate Prior Knowledge/Hook:**

"Remember when we read Cats and Dogs and talked a little about how they were the same and how they were different?"

- **Importance to Student:**

"Every day when you go to lunch you need to decide what you are going to eat. You think about the choices and you see how they are the same and how they are different. What you like and what you don't like. Later in life you will continue to make choices where you have to compare things."



Transitional CFU: **WHAT ARE WE WORKING ON TODAY?**

**OBJECTIVE**

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## II. Presentation of Material:

I = Teacher is telling students.

- Concept Development:

- Definition(s)

DOK Level:

"Compare means alike or similar. Contrast means not alike or different." (add hand movements)

- Examples/Non-examples (when appropriate)

Show students and TELL them:

- Red pen/black pen
- Kid scissors/teacher scissors



Transitional CFU: **WHAT DOES COMPARE MEAN? WHAT DOES CONTRAST MEAN?**

- Whole group
- Partner share
- Equity Sticks

**DEFINITION**

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## III. Build Schema/Teacher Model:

I = Tennis Match

DOK Level:

**This is (skill) because (process). Why/How did I know?**

TEACHER	STUDENT
<p style="text-align: center;">Modeling-Think Aloud</p> <p>Materials: science book p. 17 I am going to follow some steps to find how these two things are the <u>same</u> and how they are <u>different</u>.</p> <p>1. Read the text. What do we do first? <b>Ongoing CFU: echo, partner, equity sticks.</b></p> <p>2. Make the connection (two things are related). Think: What am I comparing? Write the 2 things that we are comparing/contrasting in the bubble map. What do I do now? <b>Ongoing CFU</b></p> <p>3. Compare. I am going to see how they are the <u>same</u>. <b>This is comparing because I am finding how these 2 things are the same.</b> Write it in the bubble map. What do I do next? <b>Ongoing CFU</b></p> <p>4. Contrast. Finally I see how they are <u>different</u>. <b>This is contrasting because I am finding how these 2 things are different.</b> Write it in the bubble map. What do I do last? <b>Ongoing CFU</b></p>	<p style="text-align: center;">Active Engagement Processing Teacher Thinking</p> <ul style="list-style-type: none"> <li>• Echo Response</li> <li>• Partner share</li> <li>• Equity sticks</li> <li>• Text coding</li> <li>• Double bubble</li> </ul>
<p>Materials: science book p. 40-41 Owl vs. insencts Compare: eat Contrast: plants           animals</p>	<p>Continue to prompt students and guide them through the steps.</p>



Transitional CFU: **REVISIT THE RECIPE STEPS**

**HOW DID I DO THAT?**

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DOK Level:

**IV. Guided Rehearsal:** (Teachers & Students working together to monitor and clarify)  
**PRACTICE! PRACTICE! PRACTICE!**

**WE = Co-constructing the answers**

TEACHER QUESTIONING Including How? and Why?	STUDENT ACTIVITY/THINK-ALOUDS
Materials: science book p. 6-7 Orange trees vs. rice plants Compare: grow/plants Contrast: warm places wet places	Circle (same) Underline (different) Fill double bubble
Materials: science book p. 32-33 Fish vs. birds Compare: pond Contrast: in the water near the water	Circle (same) Underline (different) Fill double bubble



✓ Transitional CFU: **STEPS, DEFINITION, RESPONDING RIGHT**

**Check for student readiness for Independent Practice**  
**Reteach if not ready**

DOK Level:

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## V. Independent Practice: (Matches Guided Practice)

Science book p. 24-25

Tiger vs. rabbits

Compare: animals or eat

Contrast: meat and plants



CFU: **Evidence of Learning (80-85%):**

If less than 85% of the students are unable to complete the assignment -  
**RETEACH!**

### Possible Differentiation:

English Learners:

Special Needs: