

# 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 in a text.

## Instructional Expectation:

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

Students will be able to make a connection orally using this sentence frame.

\_\_\_ and \_\_\_ are the same because \_\_\_\_\_.

I = Tell, not teach. Students repeat.

## I. Opening:

- Student Friendly objective:

I will be able to say how two things are connected (whisper--alike) in the text.

DOK Level:

1

(Use hand motion of two fingers connected and make a book with your hands for 'the text').

- Activate Prior Knowledge/Hook:

Prior learning of making connections from story to text and from story to story. Clarify that today we will make connections in the "text" (show hand like a book).

- Importance to Student:

Good readers make connections to help them remember/understand what they've read.

It's like a puzzle to figure out how things are the same.



Transitional CFU: What are we learning today? Choral, partner, stick.

## OBJECTIVE

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## II. Presentation of Material:

I = No discovery learning

Teacher is bored, but students are not.

- Concept Development:

- Definition(s)

Connections—how things are the same (hand motions for connection and “same”—hands together)

Text—words that are written (hand motions)

**Engagement:** Students chorally repeat, tell a partner, pull sticks. Use gestures.

DOK Level:

1

- Examples:

Apple/Orange:

- “What’s the connection? A connection is how things are the same.
    - “An orange and an apple are the same because they are both fruit.”

Pencil/Pen:

- “What’s the connection? A connection is how things are the same.”
    - “A pen and a pencil are the same because I can write with both of them.”

Write the sentence: “I see a big dog and a little dog.”:

- “What’s the connection? A connection is how things are the same.”
    - “A big dog and a little dog are the same because they are both dogs.”

**Engagement:** Students chorally repeat sentence frame, tell a partner, pull stick. Use gestures.



Transitional CFU: What does connection mean? (Choral, partner, stick)

## DEFINITION

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## III. Build Schema/Teacher Model:

I = No Charlie Brown Teaching

DOK Level:

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

TEACHER	STUDENT
<p style="text-align: center;">Modeling-Think Aloud</p>	<p style="text-align: center;">Active Engagement Processing Teacher Thinking</p>
<p>To look for a connection, I have a recipe.</p> <p>Recipe:</p> <ol style="list-style-type: none"> <li>1) Read the words/look at the pictures (goggles or magnifying glass)</li> <li>2) Think about the connection (chain-link). What is the same? (thought bubble)</li> <li>3) Mark the text (underline)</li> <li>4) Use a sentence frame: ___ and ___ are the same because _____.</li> </ol>	<p>What is a connection? (repeat definition)</p> <p>What is the first step, 2<sup>nd</sup> step, etc.? Choral—partner—stick.</p>
<p>Wonders—Unit 1, pg. 38-39</p> <ol style="list-style-type: none"> <li>1) Read the words/look at the pictures. Read and look at the pictures, pointing out what you see.</li> <li>2) Think about the connection. What is the same? I see that both pictures have desks. That is the same.</li> <li>3) Mark the text (use a post-it arrow) putting it next to the desks. "I am marking the desks because that is the same."</li> <li>4) Use a sentence frame: <i>Schools long ago and schools today are the same because they both have desks.</i></li> </ol>	<p>What do I do first?</p> <p>What do I see? What did you hear me read?</p> <p>What do I do next?</p> <p>What was the same?</p> <p>Why did I mark the desks? What do I do next? Repeat sentence frame.</p>

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Can I make another connection?  
(repeat steps from above for these connections)  
*I see that both pictures have a teacher.*  
*I see that both have boards.*  
*I see that both have students.*

Wonders—Unit 1, pg. 40-41  
Same process comparing the words. Mark the text!!!  
*Both have recess.*  
*Both go outside.*  
*Both played games.*

DOK Level:  
1-2



Transitional CFU: How do I find connections?  
(tell a partner the first step, second step, etc.)

**HOW DID I DO THAT?**

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DOK Level:

2-3

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

**PRACTICE! PRACTICE! PRACTICE!**

**WE—Co-construct/Prompting & Support**

TEACHER QUESTIONING Including How? and Why?	STUDENT ACTIVITY/THINK-ALLOUDS
<p><u>Science Interactive Text—pg. 18 and/or 19</u>  <u>Make connections between the snake and lizard.</u>  <u>Make connections between the ladybug and ant.</u></p> <p>What is the first step?            Read together the text.            Let's look at the pictures. Discuss with your partner what you see.</p> <p>What is the second step?            Tell your partner what connections you see—what is the same?</p> <p>What is the third step?            Where in the text did it say ____ (fill in from student responses)</p> <p>What is the last step?            ____ and ____ are the same because _____.</p> <p>Repeat for the Ladybug/Ant</p>	<p>Chorally repeat.            Chorally read.            Partner talk/discuss.</p> <p>Chorally repeat.            Partner discuss.            Pull sticks to get responses, clarifying if needed.</p> <p>Chorally repeat.            Point to it. Mark it with pencil/highlighter.</p> <p>Chorally repeat.            Repeat the sentence frame to a partner.            Pull sticks.</p>
<p>pg. 4-5 in Interactive Text (desert and rainforest)</p> <p>Repeat as above.</p>	



Transitional CFU \_\_\_\_\_

**Check for student readiness for Independent Practice**

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## Reteach if not ready

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

DOK Level:

3

Science Interactive Text: pg. 6-7

Go through recipe together.

Read text together.

Highlight/mark and make connections on their own.

Tell a partner their sentence frame (teacher monitors).

Pull sticks.



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

Each student was able to make a connection using a sentence frame without help.

#### Possible Differentiation:

English Learners: Point to pictures. Repeat frame to you.

Special Needs: Read text to them. Give prompting and support. Use visuals.