# Pittsburg Direct Instruction Model

| Criteria for Transitional Checking For Understanding (CFU): | 85% Before Moving on |
|---|---|

**Teaching Standard/Chunk:**

RI 2.8 Describe how reasons support specific points the author makes in a text.

**Instructional Expectation:**
**(What will students produce to show evidence of their learning?)**

<table>
<tr><td>DOK Level:<br><br>1</td></tr>
</table>

## I.  Opening:

- Student Friendly objective:
  I will be able to tell how the author uses reasons to support their point in a text.

- Activate Prior Knowledge/Hook:

 "**Remember when**… we talked about Main Ideas and Details and how the details support the main idea. Today, we will be doing something similar by finding the point the author is trying to make and the reasons the author gives to support his idea.

### See Importance for Hook:

- Importance to Student:  Possible Questions for students to respond to:
Tell me why we should have two recesses rather than one?
Tell me why your parents should buy you the latest video game?

**Say**:  "When authors write, they try to make a point also, just like you tried to tell me that _____.  Authors need to give you good reasons to support their point just like you gave me reasons for _____. Today we will find the reasons that authors give to support their point."

Transitional CFU: _Repeat Objective Chorally—partner--stick

# OBJECTIVE

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## II. Presentation of Material:

Concept Development:

- Definition(s)

Reasons: Detail that tells why (detail is a synonym for reason)

Supporting reason: Detail that tells about more about the author's point

Author's Point: The main idea the author wants you to know

Text:  The words the author wrote

- Examples/Non-examples

**Elephant Example**—highlight each line of the text and label it as <u>the point</u>, a <u>supporting reason</u>, <u>not a supporting reason</u>. Don't explain—just show!

The elephant is the largest animal that walks on earth.[Point] Elephants can carry loads of 1,200 pounds.[Supporting Reason] They eat 300 pounds of food a day.[Supporting Reason] A baby elephant can weigh 200 pounds at birth.[Supporting Reason] Elephants can live up to 70 years.[Not a Supporting Reason] Elephants' feet are large and round.[Supporting Reason]

Transitional CFU:_Choral repeat definitions of AUTHOR'S POINT
     and SUPPORTING REASON—partner—stick--write
## DEFINITION

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### III. Build Schema/Teacher Model:

<table>
<tr><td rowspan="2">DOK Level:<br><br>2-3<br><br>**This is (skill) becau se (proce ssing). Why/ How did I know?**</td><td colspan="2" style="text-align:center">TEACHER</td></tr>
<tr><td style="text-align:center">Modeling-Think Aloud</td><td style="text-align:center">Active Engagement<br>Processing Teacher Thinking</td></tr>
</table>

| TEACHER | STUDENT |
|---|---|
| Modeling-Think Aloud | Active Engagement<br>Processing Teacher Thinking |
| Recipe:<br>1. Read the text.<br>2. Mark the author's point.<br>3. Reread each sentence and decide if the reason supports the author's point.<br>4. Using the sentence frame, tell how each reason supports or doesn't support the author's point. | Go over recipe with students. |
| Elephant Paragraph— | Students have paragraph in front of them.<br><br>Students will text code the text as the teacher models. |
| Read through the paragraph with students. | Cloze or Choral Read |
| Say: "All of these sentences are about elephants." | What are all of these sentences about? (choral) |
| Say: "I need to mark the author's point." | What is the point? (choral the definition) |
| Say: "The point the author is trying to make is that the elephant is the largest animal that walks on earth. I am going to highlight that." | What's the author's point? Tell and Highlight it. |
| Our objective today is to tell how the author uses reasons to support their point in a text. | What is our objective? (tell a partner) |

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| | |
|---|---|
| Say: "I need to find some reasons the author gives to tell why the elephant is the largest animal."<br><br>Read the next sentence chorally.<br><br>Say: "I know that 1,200 pounds is a lot of weight—as much as a car! So, I know that is a reason that supports the author's point because it tells me more about how big the elephant is." | What am I finding? (tell a partner)<br><br>Choral the next sentence<br><br><br><br>How did I know that this reason supports the author's point? (partner, sticks) |
| Read the next sentence chorally.<br><br>Say: "I know that 300 pounds is a lot of food to eat. Only a large animal could eat that much. So, I know that is a reason that supports the author's point--how big the elephant is." | How did I know that this reason supports the author's point? (partner, sticks) |
| Read the next sentence chorally.<br><br>Say: "I know that 300 pounds is a lot of food to eat. Only a large animal could eat that much. So, I know that is a reason that supports the author's point--how big the elephant is." | How did I know that this reason supports the author's point? (partner, sticks) |



Transitional CFU: _How do know when a reason supports the author's point? (I know

## HOW DID I DO THAT?

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**IV.** <u>**Guided Rehearsal:**</u> <sub>(Teachers & Students working together to monitor and clarify)</sub>
**PRACTICE!  PRACTICE!  PRACTICE!**

DOK Level:

2-3

| TEACHER QUESTIONING Including How? and Why? | STUDENT ACTIVITY/THINK-ALOUDS |
|---|---|
| Lunch Break Passage | Students have passage in front of them. |
| Cloze Read together | Cloze reading |
| Teacher tells the author's point and marks it. | Students chorally tell and mark the author's point |
| We need to find reasons that support the author's point. | |
| Read the second sentence together. | Students talk to a partner about whether this sentence supports the author's point and HOW. |
| Guide the students as needed. | Pull sticks and hear students thinking—Does this reason support the author's point? HOW?<br><br>**Use a frame:**  This reason supports/does not support the author's point because _____. |
| Read the third sentence together.<br><br>Guide the students as needed | Students talk to a partner about whether this sentence supports the author's point and HOW.<br><br>Pull sticks and hear students thinking—Does this reason support the author's point? HOW?<br><br>**Use a frame:**  This reason supports/does not support the author's point because _____. |

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| Read the fourth sentence together. | Students talk to a partner about whether this sentence supports the author's point and HOW. |
|---|---|
| Guide the students as needed | Pull sticks and hear students thinking—Does this reason support the author's point? HOW?

**Use a frame**:  This reason supports/does not support the author's point because _____. |

✔ Transitional CFU <u>Teacher adds a sentence to the end of the paragraph. Students write/tell if the sentence supports the author's point using the frame above.</u>

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

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

Kids' Chores.  Teacher tells the author's point. Students highlight the reasons that support and describe/tell how they support the author's point.

**Sentence Frame**:  This reason supports/does not support the author's point because _____.

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

_____

| **Possible Differentiation:** |
|---|
| English Learners: |
| Special Needs: |