Pittsburg Direct Instruction Model

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

Teaching Standard/Chunk:
RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

DOK Level:

1

I. Opening:

- Student Friendly objective:

  Today we will locate similarities and differences in two authors' points of view

- Activate Prior Knowledge/Hook:

  Remember when we wrote the opinion paper on _____. Some people thought_____while others thought_____

- Importance to Student:

  You can't believe everything you read. Sometimes people will try to persuade you to think as they do. You need to be prepared to have your own point of view. You can do that best by getting all the information before formulating your opinion.

Transitional CFU: _Chorally repeat objective. Pull several sticks._
OBJECTIVE

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II. Presentation of Material:

- Concept Development:
  - ○ Definition(s)

    Point of View-what one person thinks or feels about an event or topic.
    Authors will sometimes write what they think or feel.

  - ○ Examples/Non-examples (when appropriate)

    - ▪ Snapple labels –They suggest it is the best stuff on Earth…a healthy alternative to sugary sodas. Yet looking at the nutritional information on the label we get a very different picture.
    - ▪ Compare Snapple nutritional info to Coke

Transitional CFU:_Stick
DEFINITION

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III. Build Schema/Teacher Model:

Texts: "Through My Eyes" by Ruby Bridges in Treasures AND "Ruby Bridges/The Black "Past: Remembered and Reclaimed" (online source)

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

TEACHER	STUDENT
Modeling-Think Aloud	Active Engagement Processing Teacher Thinking
Recipe: 1. Jot dot details from both articles looking for words/symbols that reveal wha the author thinks/feels 2. Match the details to find similarities. 3. Place the similarities and the differences on the compare/contrast map. 4. Look at each similarity and difference in the two accounts. 5. Ask—Why did these authors tell the accounts differently?	Jot dot on post its. S's record with T T: States- This shows the author's POV because____. What does this show? Use post-its to match similarities/differences. Match on the compare/contrast map.
Model— Show two similarities. Read each excerpt from the passages. Use the frames: • I notice that in this passage ____ and in this passage ____. • I think that these authors tell this differently because ____. • I think ____ included ____ in this passage, but it is not in the other because ____.	Pair-share: • What did I notice about the passages? • Why did these authors tell this differently? • Why is ____ included in this passage, but not the other?
Model: Show a difference. Read the excerpt from the passage. Use the frames: • ____ was included in ____, but not in ___because ____. • This detail helped me understand the passage better because ____.	Pair-Share: • What was included in this passage but not the other? • Why was this included in this passage, but not the other? • How did this detail help me understand the passage better?

Transitional CFU: <u>These accounts/authors share information differently b/c</u>

HOW DID I DO THAT?

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

DOK Level:

TEACHER QUESTIONING Including How? and Why?	STUDENT ACTIVITY/THINK-ALOUDS
<u>Excerpt:</u> <u>Excerpt:</u> <u>Excerpt:</u> : <u>Excerpt:</u> <u>Questions for Step 4:</u> What do you notice about these two similarities? _____ Why do you think these authors tell these events differently? Describe the differences between ____ and ____. Why was ___ included in this passage but not in the other? What extra information does this passage give that this one doesn't? and How does it contribute to your understanding of the passage?	Pair/share Pull sticks

 ✓ Transitional CFU _____

Check for student readiness for Independent Practice
Reteach if not ready

DOK Level:

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V. <u>Independent Practice:</u> (Matches Guided Practice)

Given two articles have students collaboratively read, annotate, and record on their maps the similarities and differences. Have students orally share out their findings.

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

_____

Possible Differentiation:
English Learners:
Special Needs: