

Pittsburg Direct Instruction Model

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

Teaching Standard/Chunk:

RI 4.7 Interpret information presented visually... in a timeline and explain how the information contributes to an understanding of the text in which it appears.

Instructional Expectation:

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

Students will be able to identify the parts of a timeline and interpret the information and how it relates to the accompanying text.

DOK Level:

1

I. Opening:

- Student Friendly objective:

I will be able to interpret information in a timeline and tell how it relates to the text.

Define:

"Interpret" means to understand.

"Relates" means connect.

- Activate Prior Knowledge/Hook:

APK—social studies lessons on timelines previously done or any other text feature: graph, chart, diagram, caption, timeline previously taught or experienced by students.

"Remember when..."

- Importance to Student:

Recount personal experiences out of order. Show in a timeline to make the connection that timelines help us understand order of events (put it after the definition—use as an example).

Relate to a number line.



Transitional CFU: Repeat Objective Chorally—partner--stick

OBJECTIVE

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II. Presentation of Material:

DOK Level:

1

Concept Development:

- Definition(s)

Text—the sentences and paragraphs on a page

- Examples/Non-examples (when appropriate)

Highlight the text on pgs. 38-39 in social studies book

Show text in a science book, etc.

"This is text because it is the sentences and paragraphs.

Text Features—tools authors use that stand out from the text to help me understand what I'm reading

- Examples

Cover up the text to show the text features.

"This stands out because it is _____."

Timeline: A way to display a list of events in chronological (time) order and how one event may have led to another

Examples of Timelines:

Show the timeline on pg. 38-39

Show timelines in leveled readers

Show other examples of timelines

pg. 88 in SS

A Day in the Life of Adam

Vertical timeline example

Facebook Timeline

I know this is a timeline because it shows events and dates in chronological order.



Transitional CFU: Choral repeat definition—partner—stick--write

DEFINITION

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III. Build Schema/Teacher Model:

<p>DOK Level: 2-3</p>	<p>TEACHER</p>	<p>STUDENT</p>
<p>This is (skill) because (processing). Why/ How did I know?</p>	<p>Modeling-Think Aloud</p>	<p>Active Engagement Processing Teacher Thinking</p>
	<p><u>Recipe/Steps for Reading a Timeline:</u></p> <ol style="list-style-type: none"> 1. Read the text. 2. Look at the timeline. <ol style="list-style-type: none"> a. What is the title? b. What are the dates/times? c. What are the events? 3. Find the events in the text and highlight them. 4. THINK: How does the timeline help me understand what I am reading? 	<p>Go through the steps having students chorally echo.</p>
	<p><u>Example 1: A Day in the Life of Adam</u> The first step is to read the text. Teacher uses Choral Cloze to read the text.</p> <p>The second step is to look at the timeline. The first thing I need to find is the title.</p> <p>The title says, "A Day in the Life of Adam" That tells me what the timeline will show me. The next thing I need to find are the dates or times. I see some times on the timeline. Highlight the times</p> <p>Some timelines give us actually time of day—others have years, but all timelines</p>	<p>Choral response: What is the first step? Choral Cloze (Teacher reads aloud as students follow with their finger. Teacher stops every so often and students chorally finish the sentence.) Choral response: What is the second thing I need to find? What is the title? What does the title show me?</p> <p>What do I need to find next? What do I see? Highlight the times on your paper tell your partner</p> <p>Tell your partner--What do all timelines do?</p>

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put events in chronological order.

The last thing I need to find on the timeline are the events.

I see ____, and ____, and ____. Highlight the events.

The 3rd step is the find the events from the timeline in the text.

The first event is ____ and as I look in the text, I see that it says ____. That is the same event, so I'm going to highlight it.

The next event is ____ and I see it here in the text (highlight it).

The last step is to THINK: How does the timeline help me understand what I am reading?

I noticed that the events on the timeline are in a different order than in the text.

The order on the timeline is in chronological order.

The other thing I noticed is that there are details in the text that aren't on the timeline.

One example is that it says Eat breakfast on the timeline, but in the text it says he ate cereal and juice.

Another place it is different is where it says "finish getting ready" on the

Pull sticks to CFU.

Choral response:

What do I need to find next?

Highlight the events. Tell a partner what events do you see?

What is the third step?

Why did I highlight that event?

Highlight it with me.

Repeat questioning until all of the events are highlighted in the text.

What is the last step? **Tell your partner.**

Pull sticks to CFU.

Tell your partner what I noticed about the order of the events.

Pull sticks to CFU.

Tell your partner how the events are ordered on the timeline.

Pull sticks to CFU.

Tell your partner what else I noticed about the details.

Pull sticks to CFU.

Tell your partner how eat breakfast is different from the text.

Pull sticks to CFU.

Tell your partner how "finish getting ready" is different from the

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<p>timeline, but in the text it says he "brushed his teeth and combed his hair."</p> <p>I noticed two things when I compared the text to the timeline. I noticed that the timeline puts the events in chronological order.</p> <p>I also noticed that the events are the same in the text and the timeline, BUT the text has more detail than the timeline.</p> <p>So the timeline puts events in chronological order AND tells us the main events.</p> <p>"A timeline helps me understand the most important events."</p>	<p>text. Pull sticks to CFU.</p> <p>What is one thing I noticed when I compared the text to the timeline? Tell your partner. Pull Sticks to CFU.</p> <p>What else did I notice? Tell your partner. Pull sticks to CFU.</p> <p>Tell your partner the two things timelines do. Pull sticks to CFU. Have students chorally repeat answers.</p> <p>Choral echo this statement. Pull Sticks CFU What does a timeline help me do?</p>
<p><u>Example 2: History of San Francisco</u> Repeat as above with different text going through the steps again.</p>	<p>CFU as above.</p>



Transitional CFU: Repeat steps of how to read a timeline to a partner. Pull sticks to CFU.

HOW DID I DO THAT?

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

DOK Level:

TEACHER QUESTIONING Including How? and Why?	STUDENT ACTIVITY/THINK-ALOUDS



Transitional CFU _____

Check for student readiness for Independent Practice
Reteach if not ready

DOK Level:

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V. Independent Practice: (Matches Guided Practice)



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

Possible Differentiation:

English Learners:

Special Needs: