

Pittsburg Direct Instruction Model

Criteria for Transitional Checking For Understanding (CFU):	85% Before Moving on
Teaching Standard/Chunk: RI 4.2 <u>Determine the main idea</u> of a text and explain how it is supported by key details.	
Instructional Expectation: (What will students produce to show evidence of their learning?)	

DOK Level:

1

I. Opening:

- Student Friendly objective:

I will be able to find the details to determine the main idea.

CFU

- Hook:

Cover a picture of something familiar to the students with several post-its. Uncover one at a time. Write the detail uncovered on top of the post-it. When all the post-its are removed, read all of the details to determine the main idea.

- Importance to Student:

Finding the main idea is important, because you want to remember the most important part of a lesson or what you have read.

CFU

Transitional CFU: Repeat Objective Chorally—partner--stick

OBJECTIVE

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II. Presentation of Material:

DOK Level:

1

Concept Development:

- Definition(s)

Key Details: best describe the main idea

Details: small part of the main idea

Main idea: what it's mostly about

CFU all the definitions.

Examples/Non-examples (when appropriate)

Return to the picture used in the hook and the post-its with the details. Name the details. Then name the key details that best told you what the picture was mostly about. Then say, the main idea is...

Show in a short paragraph the details, key details, and the main idea.



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

DEFINITION

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III. Build Schema/Teacher Model:

DOK Level:

2-3



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

TEACHER	STUDENT
Modeling-Think Aloud	Active Engagement Processing Teacher Thinking
<p>Steps/Recipe for finding the Main Idea:</p> <ol style="list-style-type: none"> 1. Read the text 2. Read again for details—highlight or write them down. 3. Read the details and ask yourself: what are these details mostly about? 4. Write down the main idea. 5. Look at the details again. Which are key details? 	<p>Have students repeat the steps. Refer back to the definitions when going through the recipe.</p>
<p>Model with a short paragraph, using the steps above, how to find the details, main idea, and key details.</p> <p>Model again with other paragraphs as needed before moving to guided practice.</p>	<p>Have students repeat what you say and do.</p>

Transitional CFU: Students repeat chorally, in partners, often pulling sticks—This is the main idea because....

HOW DID I DO THAT?



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WE--

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

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V. Independent Practice: (Matches Guided Practice)

DOK Level:



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

Possible Differentiation:

English Learners:

Special Needs: