

# Pittsburg Direct Instruction Model

Criteria for Transitional Checking For Understanding (CFU):	85% Before Moving on
<b>Teaching Standard/Chunk:</b> RI 5.2 Determine two or more main ideas in a text and explain how they are supported by key details.	
<b>Instructional Expectation:</b> (What will students produce to show evidence of their learning?)	

DOK Level:

1

## I. Opening:

- Student Friendly objective:  
I will be able to determine the main ideas and key details in a science text.

CFU

- Activate Prior Knowledge/Hook:

“What have you learned/do you know about main idea/details?”

- Importance to Student:

“Today, we are going to find the main idea/details in science text to help us understand more about \_\_\_\_\_.”

CFU

Transitional CFU: Repeat Objective Chorally—partner--stick

**OBJECTIVE**

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## II. Presentation of Material:

DOK Level:

1

Concept Development:

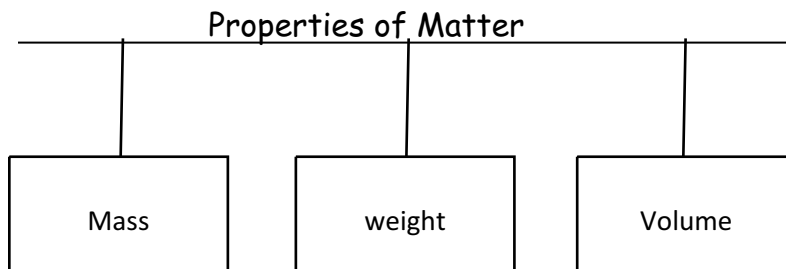
- Definition(s)

**Main Idea:** the main idea is what it's mostly about

**Detail:** a detail is a small part of the main idea

CFU

Examples/Non-examples (when appropriate)



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  
I  
(process)  
Why/  
How  
did I  
know?**

TEACHER	STUDENT
Modeling-Think Aloud	Active Engagement Processing Teacher Thinking
When I read the heading, it's asking a question. I know that headings often tell me the main idea.	What do headings tell us? (choral, partner, stick)
From the headings, I know that this paragraph is going to tell me _____.	Chorally read the heading. What is the paragraph going to tell me? (choral)
Read the 1 <sup>st</sup> paragraph. Return to definition of the main idea. The main idea is _____. I know that's the main idea because it answered the question in the heading.	Chorally read the paragraph.  How did I know that was the main idea? (Partner, stick)
Teacher writes the main idea on a blank tree map.	Students write it on their own blank tree map.
Next, we need to find the details that support the main idea.  Teacher rereads one line at a time and asks herself (out loud): Is that a detail? (return to definition) Does that tell me more about the main idea? (yes/no) Teacher writes each of the details she finds in the boxes on the tree map/	How did I know that was a detail? (partner, stick)  Students write the details on their own tree map.



Transitional CFU: How do I find the main idea?  
(partner, stick/repeat)

**HOW DID I DO THAT?**

WE--

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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%):**

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**Possible Differentiation:**

English Learners:

Special Needs: