Pittsburg Direct Instruction Model

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

Teaching Standard/Chunk:

RI 1.2 Identify the main topic and retell **key details of a text.**

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

Students will be able to classify details into the categories key details and not key details.

==*Note: The academic language categorize and classify are embedded into the lesson, however, not part of the standard that is being taught, therefore, not explicitly defined for students. This lesson uses classifying as an activity to deepen students understand of key details.*==

I. Opening:

- **Student Friendly objective:**
  Today I will be able to identify key details and not key details about the main idea.

DOK Level:

- **Activate Prior Knowledge/Hook:**

Review main idea and details.

Guess mystery box hook: This detail helped/ did not help us guess the mystery item. This detail was/was not important information

- **Importance to Student:** Good readers find key details so that they can retell the most important parts about the main idea.

Transitional CFU: _____What will we be able to do today? Today we will be able to identify key details and not key details. **OBJECTIVE**

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II. <u>Presentation of Material:</u>

I =

- **Concept Development:**
  - **Definition(s)**

DOK Level:

    Key Detail: A key detail gives **important** information about the main idea.

    Not A Key Detail: A detail that is not important information about the main idea.

  - Examples/Non-examples (when appropriate)

Picture Card with detail as a sentence for example of a key detail

Picture Card with detail as a sentence for non-example of not a key detail

Transitional CFU:
What is a key idea?
What is not a key detail?

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DEFINITION

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III. Build Schema/Teacher Model:

I =

DOK Level:

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

TEACHER	STUDENT
Modeling-Think Aloud	Active Engagement Processing Teacher Thinking
How to Classify details: 1. Read the detail. 2. Think; is this detail important information about the main idea? 3. If the detail is important information put it under the category key detail. If the detail is not a key detail put it under the category not a key detail. 4. Use the sentence frame: <u>This is a key detail/not a key detail because it gives important information/ does not give important information about the main idea.</u>	• What are my two categories? My two categories are key details and not key details. • Follow with your finger as I read. • Reread the detail as a whole class. • Which category did I place my detail under? • Why? Use sentence frame to answer.
Give student the main idea: Classify Key Details: Not Key Details:	Why is this a key detail? Why is this not a key detail? How do I know this?
Give student the main idea: Classify Key Details: Not Key Details:	Why is this a key detail? Why is this not a key detail? How do I know this?

Transitional CFU:

How do I classify details? **HOW DID I DO THAT?**

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WE--

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
How do I classify details? What do I do first, next, etc. Why is this a key detail? Why is this not a key detail? How do I know this?	Classify details: Give student the main idea: Student help classify Key Details: Not Key Details:
How do I classify details? What do I do first, next, etc. Why is this a key detail? Why is this not a key detail? How do I know this?	Classify details: Give student the main idea: Student help classify Key Details: Not Key Details:

Transitional CFU
Students place details in categories and then hold up their charts under their chins as teacher checks students' work.

Check for student readiness for Independent Practice
Re-teach if not ready

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

DOK Level:

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

_____

Possible Differentiation:
English Learners:
Special Needs: