

Pittsburg Direct Instruction Model

Criteria for Transitional Checking For Understanding (CFU):

85% Before Moving on

Teaching Standard/Chunk:

RI 3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Instructional Expectation:

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

Students will write in short answer form, how an illustration helped them comprehend the text for a passage in their science text.

I =

I. Opening:

- Student Friendly objective:

I will use the illustrations to help me understand the text.

DOK Level:

1

- Activate Prior Knowledge/Hook:

(Cut a sheet of paper so that it covers everything except the text)The text gives us information, but the author chooses to give us other things to help us understand what we read. One of those things is illustrations. (Now take the piece of paper that covered the illustrations and switch with the text piece) This author gave us all of these illustrations and text features to help us better understand what we read.

- Importance to Student:

Do you prefer things to be hard or easy? Most people like things to be easier. By using the illustrations and the text together, we are going to learn how to make our comprehension easier.



Transitional CFU: What are we going to be learning about today?

OBJECTIVE

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II. Presentation of Material:

I =

- Concept Development:

- Definition(s)

DOK Level:

1

Illustrations = tools that help us picture or understand what we are reading

RECIPE: Look at illustrations.

Read the text.

Decide how the illustrations help with understanding the text.

- Examples/Non-examples (when appropriate)

*Map

*Drawing

*Photos

*Diagrams

Show each from the Social studies book

Non-examples = text



Transitional CFU: What is an illustration? Tell your partner 2 examples of illustrations.

DEFINITION

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III. Build Schema/Teacher Model:

I =

DOK Level:

1-2

**This is
(skill)
because
se
(process).
Why/
How
did I
know?**

TEACHER	STUDENT
Modeling-Think Aloud	Active Engagement Processing Teacher Thinking
<p>p. 4 Science Map = Look at the map, then read the text on that page. When I look at this map it helps me picture what the word "region" means. The author explained the word region in the text and gave examples. But by using this map along with the text I can better visualize the meaning of the word. (Add "understand vocabulary" to living chart titled How can illustrations help me)</p> <p>Frame- An illustration helps me by ... "helping me visualize difficult vocabulary".</p>	<p>Students make a living chart in smart book to document how illustrations can help them understand the text. Then they record "understand vocabulary" on their chart after T.</p> <p>Students repeat sentence frame.</p>
<p>p.5 photo Look at photo, then read the text. Think aloud how the illustrations help you understand the text by giving me a visual of the details in the text. An illustration helps me by... "giving more details that authors are not able to share in the text."</p>	<p>Students choral read the text with T.</p> <p>Then after think aloud, S repeat the frame and add to their living chart how illustrations help.</p>
<p>Desert pic Look at photo, then read the text about desert. Think aloud: I can learn what the plants look like. But the author didn't share that information in their details. It also gave me examples. Record new use of illustrations on chart. An illustration helps me by...</p>	<p>S choral read the text with T.</p> <p>After think aloud, S repeat the frame and add to their living chart how illustrations help.</p>

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"giving more details that authors are not able to share in the text."

So

An illustration also helps me by...

"giving examples of things spoken about in the text."

S record second example and share the sentence frame.



Transitional CFU: How can the illustrations help us?

HOW DID I DO THAT?

WE--

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

PRACTICE! PRACTICE! PRACTICE!

DOK Level:

2

TEACHER QUESTIONING Including How? and Why?	STUDENT ACTIVITY/THINK-ALOUDS
<p>p. 5 Science - Valley region</p> <p>Author's choose certain illustrations for many reasons. Talk with your partner. How can this illustration help us better understand the text?</p> <p>Continue on with next illustration in same manner. Look at illustration, read text and decide how the illustration supports the text or makes it easier to understand.</p>	<p>Look at the picture with partner. What do you see? Now chorally read the text together as a class.</p> <p>Collaborative conversation over this illustration. Pull sticks to ask what they discussed with their partner. Then reframe their answer to the sentence frame and add to the living chart if necessary.</p> <p>Check in with multiple groups.</p>

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Using further pages you can raise the DOK by asking these questions.

Continue to use the frame.
"This illustration helps me understand the text by...."

To demonstrate higher understanding, ask students to discuss why the author probably chose the illustrations he chose. Or ask what other illustrations could the author have included to help us better understand the text.



Transitional CFU On the bottom of this page, write how this last illustration helped you comprehend the text. Share out answers.

Check for student readiness for Independent Practice
Reteach if not ready

V. Independent Practice: (Matches Guided Practice)

DOK Level:

2-3

Using another similar page from Science, ask students to use the

recipe and analyze the illustrations. On the bottom of the page, have them write a short answer as to how the illustrations on the page help them understand the text. What more could the author include to help you understand the text better?



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

Possible Differentiation:

English Learners:

Special Needs: