

Pittsburg Direct Instruction Model

Criteria for Transitional Checking For Understanding (CFU):

85% Before Moving on

Teaching Standard/Chunk:

RI K.3 Describe the connection between 2 individuals

Instructional Expectation: events, ideas, pieces of info.

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

Students will be able to complete a graphic organizer, given the first box → and will complete the 2nd box .

DOK Level:

1

I. Opening:

- Student Friendly objective:

I can identify "how one event affects another event."

I can tell how 2 events are connected.

- Activate Prior Knowledge/Hook:

"Remember when..." Tell a personal story.
Draw it out

Grocery shopping → no wallet

- Importance to Student: It helps you understand what happens in a story.

Transitional CFU: Repeat Objective Chorally—partner--stick

OBJECTIVE

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II. Presentation of Material:

Concept Development:

- o Definition(s)

DOK Level:

1

event: what...
happens

connect: 1. when we connect
we put 2 things together

Examples/Non-examples (when appropriate)

- o birthday party
- o playing @ the park

- 50 party points

- pizza party



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

DEFINITION

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III. Build Schema/Teacher Model:

DOK Level:

Seed secrets

2-3

TEACHER

STUDENT

Modeling-Think Aloud

Active Engagement
Processing Teacher Thinking

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

set purpose-
Today I will show you
how 2 events are
connected.

choral repeat

[Stop's model]

If _____, then _____

p. 4, 5.

_____ so _____.

p. 11

_____ because _____.

p. 16, 17

p. 18, 19

This event and this event
are connected.



Transitional CFU: _____

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:

2/3

TEACHER QUESTIONING Including How? and Why?	STUDENT ACTIVITY/THINK-ALOUDS
<p>If _____ happened, What happened next?</p>	<p>- pair share - STICKS</p>
<p>If _____ would not have _____, what would've happened? How do you know? What would have happened if _____ would not have _____?</p>	



Transitional CFU _____

student responses

Check for student readiness for Independent Practice

Reteach if not ready

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V. Independent Practice: (Matches Guided Practice)

DOK Level:

3

If _____, then _____.

Show them several pictures to sort and connect.

Teacher will provide ^{1st box} 

students will provide a picture for the 2nd box to show a causal effect relationship



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

Possible Differentiation:

English Learners:

Special Needs: