

Pittsburg Direct Instruction Model

Criteria for Transitional Checking For Understanding (CFU):

85% Before Moving on

Teaching Standard/Chunk:

RE K.4- With prompting/support, ask & answer questions about unknown words.

Instructional Expectation:

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

Kindergarten students will recognize when a word is unknown.

I. Opening:

I =

- Student Friendly objective:

I will understand what to do when I don't know a word.

DOK Level:

1

- Activate Prior Knowledge (Hook):

mystery bag



A wrench is used to fix a car.

- Importance to Student: Learning how to understand new words helps you learn new things.



Transitional CFU: What will we learn about today?

OBJECTIVE

Choral repeat, pair share, sticks

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II. Presentation of Material:

I =

- Concept Development:
 - Definition(s)

unknown- a word I don't know

DOK Level:

1

clues: help us understand

Choral, girls, boys, call/response

- Examples/Non-examples (when appropriate)

The husky dog is brown.



Transitional CFU:

What is unknown?

DEFINITION What are clues?

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III. Build Schema/Teacher Model:

I = I'm doing the thinking

p.9 Wonders Vol. 2

DOK Level:

TEACHER	STUDENT
Modeling-Think Aloud	Active Engagement Processing Teacher Thinking
<p>Purpose: Today I will show you what I do when I come to an unknown word.</p>	<p>Steps:</p> <ol style="list-style-type: none"> 1. Look at the pictures. 2. Find the clues. 3. Does it make sense? think!
<p>In reading this page I found the word _____ and this is a word I don't know.</p> <p>My first step is to look at the pictures</p>	

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



Transitional CFU: _____

HOW DID I DO THAT?

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WE-

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

DOK Level:

PRACTICE! PRACTICE! PRACTICE!

TEACHER QUESTIONING Including How? and Why?.	STUDENT ACTIVITY/THINK-ALOUDS
Did you find a word that you didn't know?	I don't know _____.
What do we do first? What do you see? What do you do next?	
What were the clues that you heard? What do you think it means?	



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:

3

- Use the hand signal to show unknown words.
- tell the 3 steps
- Students will begin to recognize when a word is unknown to them



✓ CFU: Evidence of Learning (80-85%):

Possible Differentiation:

English Learners:

Special Needs: