

# Pittsburg Direct Instruction Model

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

Teaching Standard/Chunk: RI.K.7 Describe the relationship between illustrations and text.

Instructional Expectation:

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

DOK Level:

1

## I. Opening:

- Student Friendly objective:

I will show how illustrations and text are related in a book

- Activate Prior Knowledge/Hook:

"Remember when..." we talked how an author writes the words in a story and an illustrator creates the pictures in a book. Today we will learn how the author and illustrator work together...

- Importance to Student:

It helps them understand the story better. Sometimes pictures give you more info that helps you learn.

Transitional CFU: Repeat Objective Chorally--partner--stick

### OBJECTIVE

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## II. Presentation of Material:

### Concept Development:

- o Definition(s)

DOK Level:

1

illustrations - the drawings or photos  
in a book

↳ related - how they go together / match

text - the words written in  
a story

### Examples/Non-examples (when appropriate)

Wonders Vol. 3 p. 3/4

Example of definitions - photo, drawing/  
illustration  
text



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

**DEFINITION**

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## III. Build Schema/Teacher Model:

DOK Level:

2-3

TEACHER

STUDENT

Modeling-Think Aloud

Active Engagement  
Processing Teacher Thinking

Steps

1. Look at the illustrations
2. Read text
3. Tell how they are related

— choral, sticks

"Oak Trees"  
USWI  
Cover to p5

gestures: Look,  
read, tell

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



Transitional CFU:

Retell steps w/ gestures

HOW DID I DO THAT?

# Pittsburg Direct Instruction Model

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
<p>1 After pg 5</p> <p>If we are trying to find how the illustrations &amp; text match, core related what do we do <u>first</u>.</p>	<p>— hand for step 1</p> <p>— partner what students see in the illustrations</p>
<p>2 What do we do next?</p> <p>Read aloud —</p>	<p>— hand "Read text"</p> <p>—</p>
<p>3 Does the illustration and text match?</p>	<p>The picture and the words match because _____.</p>



✓ Transitional CFU \_\_\_\_\_

**Check for student readiness for Independent Practice**  
**Reteach if not ready**