

Pittsburg Direct Instruction Model

Criteria for Transitional Checking For Understanding (CFU):	85% Before Moving on
Teaching Standard/Chunk: RIK.7 w/prompting and support describe the <u>relationship</u> between <u>illustrations</u> and the <u>text</u> in which they appear	
Instructional Expectation: (What will students produce to show evidence of their learning?)	

I. Opening:

I =

- Student Friendly objective:

We will make a connection between the text and illustrations in a story

DOK Level:

- Activate Prior Knowledge/Hook:

Review their reading of the story "Sue Secrets" - Unit 8, WK 2, Day 2

- Importance to Student:

You can understand the story better



Transitional CFU:

OBJECTIVE

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II. Presentation of Material:

I = _____

- Concept Development:

- Definition(s)

DOK Level:

text - (written) words in the story

illustrations - pictures in the story

connection - a relationship between two things (like a family)

- Examples/Non-examples (when appropriate)



Transitional CFU: _____

DEFINITION

author gives us the text

the illustrator gives us the picture



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III. Build Schema/Teacher Model:

I =

DOK Level:

TEACHER

STUDENT

Modeling-Think Aloud

Active Engagement
Processing Teacher Thinking

Steps

1. Look at illustrations
2. Read the text
3. Think, do they connect
(Do the words, the text,
match what's happening
in the picture)

Seed Secrets

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



Transitional CFU: _____

HOW DID I DO THAT?