

How to Deliver

an EXPLICIT DIRECT INSTRUCTION[®] (EDI) Lesson
for **COMMON CORE**

DataWORKS Student **ENGAGEMENT NORMS**

- **Pronounce With Me**
- **Track With Me**
- **Read With Me**
- **Gesture With Me**
- **Pair-Share**
A → B, B → A
- **Attention Signal**
Eyes Front, Back Straight
- **Whiteboards**
Chin-it
- **Complete Sentences**
Public Voice, Academic Vocabulary

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Educational Research
www.dataworks-ed.com

All Students Successfully Taught Grade-Level Work Every Day!

What is Not Covered by the Common Core Standards

“The Standards define what all students are expected to know and be able to do, not how teachers should teach.”

<http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration>

Checking for Understanding

Verify Students Are Learning While You're Teaching!

TAPPLE[®]

Teach First

Before you ask the question so students are equipped to respond.

Ask a Question

Specific to what you just taught.

Pause, Pair-Share, and Point

Wait 3-5 or 6-10 seconds so all students mentally prepare an answer.

Pick a Non-Volunteer

Select students randomly to verify that everyone is learning.

Listen to the Response

So you can make real-time instructional decisions.

Effective Feedback

Echo, if correct. Elaborate, if tentative. Explain, if incorrect.

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Standards for Mathematical Practice (SMPs)

SMP1 **Make sense of Problems**

SMP2 **Reason abstractly and quantitatively**

SMP3 **Construct arguments and critique the reasoning of others**

SMP4 **Model with Math**

SMP5 **Use appropriate tools**

SMP6 **Attend to precision**

SMP7 **Make use of structure**

SMP8 **Look for regularity in repeated reasoning**

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How to Deliver the ...

Learning Objective

1. Teacher **pre-reads** the LO. (Students track)
2. Students **read** the LO.
3. **Pair-share** – Read the LO to your partner.
4. **CFU**

English Learner Strategies

Content Access Strategies (if applicable):

- Comprehensible Delivery
- Context Clues
- Accessible Materials

Language Strategies (if applicable):

- Vocabulary Strategy
- Listening and Speaking Strategies
- Reading Strategies
- Writing Strategies

Activate Prior Knowledge

Sub-Skill

1. Provide **matched problems**.
Teacher does the 1st problem. If difficult, pair-share and ask a CFU process question)
2. Students do the 2nd problem. (whiteboards)
3. Pair-share
4. CFU
5. Teacher **makes connection** to the LO.

Universal Experience

1. Teacher **presents scenario** and gives an example first.
2. Students **come up** with their own example. (whiteboards)
3. Pair-share
4. Check for Understanding (whiteboards, etc.)
Students answer from their background knowledge.
5. Teacher **makes connection** to the LO.

Provide Prior Knowledge

1. Teacher **presents scenario** and gives an example first.
2. Pair-share
3. CFU
5. Teacher **makes connection** to the LO.

Concept Development

1. Teacher **pre-reads** the Concept Definition.*
2. Students **read** the definition.
3. Teacher **points to/provides**:
 - **Examples** and clarifies why they are examples of the Concept.
 - **Non-Examples** and clarifies why these **DO NOT** meet the Concept Definition, if applicable.
 - **Physical Demonstration** of the Concept, if applicable.
 - **Cognitive Strategies** to help remember the information, if applicable.
4. Pair-share.
5. CFU are **matched to** Concept Development attributes and **sentence frames** are interspersed throughout.
 - **Rephrase** (paraphrase) the Concept definition.
 - **Apply**. Distinguish between Examples & Non-Examples.
 - **Justify** answer.
 - How to remember.

English Learner Strategies

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Lesson Icons




Concept Demonstration
(to advance the Concept)



Looping
(to chunk the lesson)



Flashcards
(to practice fluency)

* If a looping symbol  is present, go to Skill Development and address only this portion of the lesson.

How to Deliver the ...

Skill Development/Guided Practice

1. **Rule of Two.** Provide matched pairs of each problem variation.
2. Provide **Strategic Steps** to solve problems.

English Learner Strategies

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Skill Development

Teacher works a problem

1st Variation

1. Teacher and students **read a step**.
2. Teacher **models thinking** required to execute each strategic step.*
3. **Pair-share** process teacher uses.
4. **CFU** of process to get answer.
“How did I figure out how to do the step?”
5. **Repeat** for remaining steps.

2nd Variation

Focus teaching and CFU on new elements in variation.

* Strategic Steps have CFU attached to them.

Guided Practice

Students work matching problem

1st Variation

1. Teacher and students **read a step**.
2. Students execute a step.
3. **Pair-share** process and answer.
4. **CFU** show answers (whiteboards).
CFU of process to get answer.
5. **Repeat** for remaining steps.

2nd Variation

Focus teaching and CFU on new elements in variation

Release when Students Become Proficient

- **Reduce checking** each step and number of process questions.
- Directly **correct** any **sub-skill errors**.
- **Don't reteach** class for **sub-skill errors**.

English Learner Strategies

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Relevance

1. Teacher and students **read** the Relevance.
2. Teacher gives Relevant reasons and **clarifies** with examples.
 - If released questions are provided, do not solve them before teaching is completed, but connect the words in the lesson to the questions.
 - For K and 1st graders, streamline Relevance as much as possible.
3. **Pair-share**
4. **CFU.** “Which reason is most relevant to you (and why)?”

Closure

1. Teacher does **no more** teaching.
2. Verify that students are ready for Independent Practice.
 - Execute the Skill independently without pair-share
 - Answer a Conceptual Question
 - What did you learn today? (Open-ended Question)

Lesson Delivery Strategies

Cognitive Strategies

(to help students remember)

Rehearsal

- Simple repetition
- Cumulative repetition
- Copy material
- Verbatim note taking
- Underline, highlight

Memory Aids

- Mnemonics
- Imagery
- Paraphrase
- Predict
- Summarize
- Note making
- Metaphors, similes
- Ask/answer questions

Organization

- Cluster
- Outline
- Graphic Organizer

Content Access Strategies

(to make English easier to understand)

Comprehensible Delivery

Speak Slowly with Clear Enunciation

1. Speak slowly
2. Use formal register when speaking
3. Insert pauses between your words
4. Extend vowels and Stress consonants
5. Emphasize each syllable

Make Sentences Easier to Understand

1. Break long sentences into several shorter sentences.
2. Shorten sentences by removing redundant information.
3. Simplify sentences by rearranging and removing some of the dependent clauses.

Control Your Vocabulary

1. Delete or replace unnecessary words

Connect to Cognates

Define Idioms

Replace Pronouns with Nouns

1. Clarify pronoun reference

Context Clues

Contextualized definition

Facial expressions

Gestures

Visuals (text with images)

Realia

Analogies, similes, and metaphors

Graphic organizers

Supplementary Materials and Adaptations of Existing Materials

Select Text that is Easier to Read Simplified Text

1. Reduce quantity of difficult words
2. Reduce sentence length
3. Simplify sentences

Elaborated Text

1. Make implicit information explicit
2. Use clear text structure
3. Add context clues

Language Strategies

(to promote English language acquisition)

Vocabulary Development

1. Provide a contextualized definition and move on
2. Attach a new label to a concept students already know
3. Develop both the concept and the label.
4. Multiple-meaning words - provide new meaning
5. Provide multiple synonyms
6. Use definitions
7. Internal context clues - use word parts to understand the word.
8. Homophone – clarify that the word sounds the same but that they have different meanings

Listening and Speaking Strategies (and Reading

1. Pronounce the word clearly. Students imitate and repeat. CFU.
2. Physical Pronunciation Strategy. Model mouth and tongue movement. Students practice. CFU.
3. Connect sounds in a new word to the same sounds in known words.
4. Minimal Pairs Strategy
5. Backwards Syllabication
6. Inflectional Endings