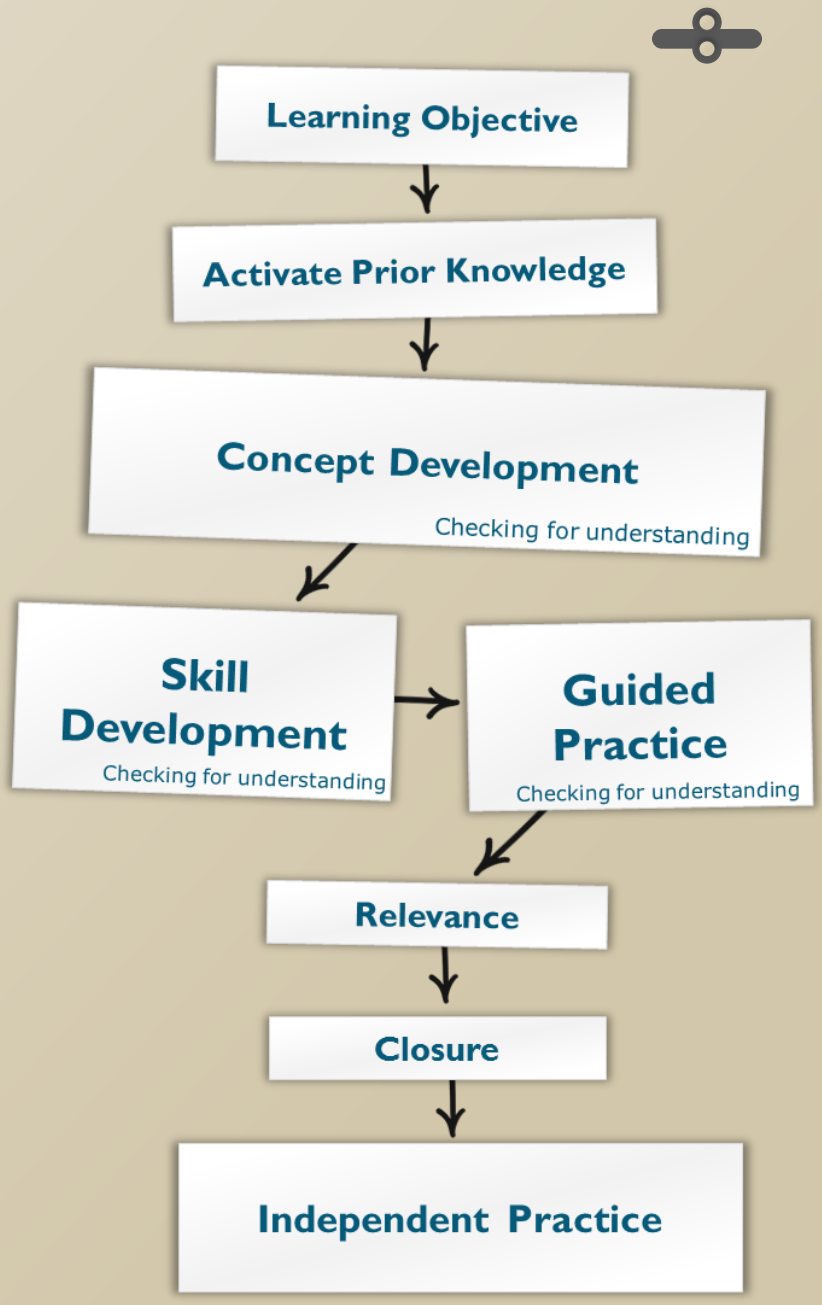
How to Design

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



Common Core Shifts in ELA/ Literacy
Shift 1 K-5, **Balancing Informational & Literary Texts**
Shift 2 6-12, **Building Knowledge in the Disciplines**
Shift 3 **Staircase of Complexity**
Shift 4 **Text-based Answers**
Shift 5 **Writing from Sources**
Shift 6 **Academic Vocabulary**

Common Core Shifts in Mathematics
Shift 1 **Focus**
Shift 2 **Coherence**
Shift 3 **Fluency**
Shift 4 **Deep Understanding**
Shift 5 **Application**
Shift 6 **Dual Intensity**

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How to Design the …

Learning Objective

1. Select a content standard.
2. Write a Learning Objective: Skill, Concept, Context. Deconstruct the standard, if necessary.
3. Locate or create Independent Practice. Refer to released questions if available.
4. **CFU**

1. Select the Independent Practice.
2. Match to a content standard. Refer to released questions if available.
3. Write a Learning Objective.
4. **ELs** – Identify and define ~ one academic word if applicable.

CFU

What are we going to do?
What does _____ mean? _____ means _____.

Note: Identify content and academic vocabulary words to be taught during the lesson.

Activate Prior Knowledge

1. Refer to the Concept, Skill, or Context of the Learning Objective.
   Think of a sub-skill or universal experience that will help students. Often, it is better to write the lesson first.
   a. If a sub-skill, write two examples.

Make Connection

Acknowledge what the students know.
Write the **Connection** to the Learning Objective. **(All students – Connect – Short)**

Concept Development

1. Identify the **Concept** and **Context** in the Learning Objective.
2. Write a **bullet-proof definition(s)** that contains the critical, non-critical, and shared attributes.
   a. Place the definition of Context first. (Or in APK, if possible)
   b. Place the definition of Concept second.
3. Provide the **simplest examples** that meet the critical and non-critical attributes. Examples should be at the simplest form that **still conveys** the **Concept**.
4. Provide **non-examples** that contain the shared attributes or that can be confused with the Concept. **Only if applicable**!
5. **ELs** –
   a. Identify and define ~ three content or academic words, if applicable.
   b. Include pictures or gestures to convey meaning, if applicable.
   c. Design a Graphic Organizer, if applicable.

CFU

Rephrase, **Apply**, **Justify**.
ELs – Use sentence frames.
Vocabulary Words: What does _____ mean? _____ means _____.

How to Design the …

Skill Development/Guided Practice

1. Copy **KEY** Concept Development definitions and Learning Objective to this page.
2. Sample placement:
   a. Provide **matched pairs** of problems for each variation type.
      Rule of Two: Teacher models thought process for 1st problem.
      Students work the matching problem step-by step on whiteboards.
   b. Sequence the matched problems from easy to difficult or simple to complex.
   c. Include all variations using matched pairs.
3. **Write steps**. Create a combination of:
   a. Strategic steps, how-to-do-it steps. Strategic steps must include decision-making strategies.
   b. Direction steps, what-to-do steps.
   c. Interpret your answer.
4. **ELs** –
   a. Identify and define ~ one academic word, if applicable.
   b. Pictures to convey meaning, if applicable.
   c. Design a Graphic Organizer, if applicable.

CFU

CFU steps which contain a **NEW** element.
"How did I/you determine …?" "How did I/you know how to …?"

Relevance

1. Identify the Skill, Concept, and Context in the Learning Objective.
2. Write **reasons** why the lesson is relevant to learn: Personal, Academic, or Real Life.
3. Provide **examples** or **pictures** to elaborate on the reasons.
4. **ELs** –
   a. Identify and define ~ one Academic word if applicable.
   b. Include pictures to convey meaning if applicable.

CFU

Does anyone else have another reason why it is relevant to _____? (pair-share)
Why is it relevant to _____? Which reason is most relevant to you? Why?

Closure

1. **Skill Closure** – Provide students with problems which assess whether they have mastered the essential skill in the lesson. (Typically one problem of variation 1 and 2)
2. **Constructed Response Closure/Access Common Core**– Provide students with a problem which assess whether they have a firm grasp of the Concept in the lesson.
3. **Summary Closure** – Have students reflect on the learning by asking,:
   "What did you learn today about __Learning Objective__?

