HOW TO DESIGN
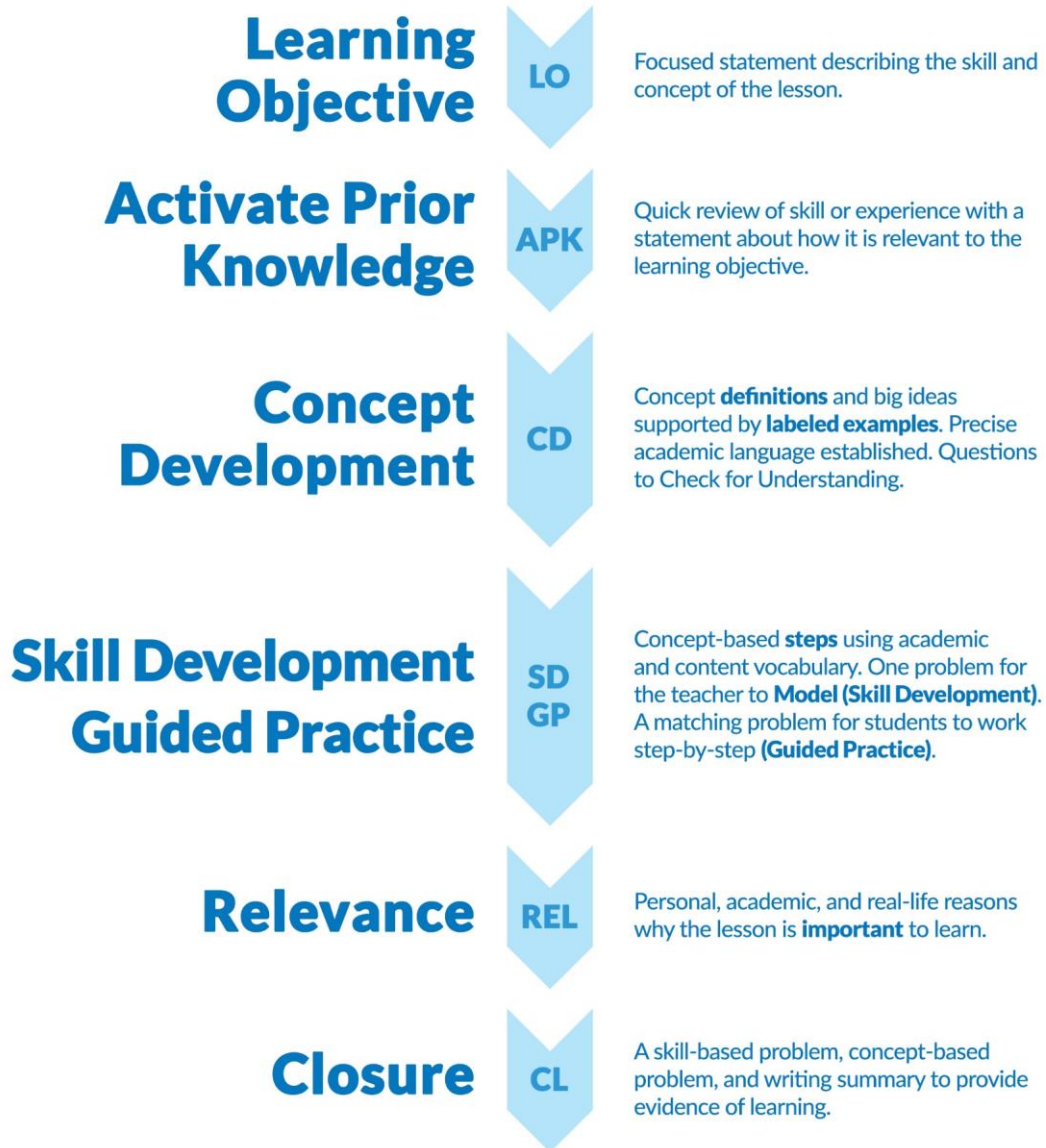## an EXPLICIT DIRECT INSTRUCTION® (EDI) Lesson

LESSON DESIGN
Components of an Explicit Direct Instruction (EDI) Lesson

Learning Objective — LO
Focused statement describing the skill and concept of the lesson.

Activate Prior Knowledge — APK
Quick review of skill or experience with a statement about how it is relevant to the learning objective.

Concept Development — CD
Concept **definitions** and big ideas supported by **labeled examples**. Precise academic language established. Questions to Check for Understanding.

Skill Development Guided Practice — SD GP
Concept-based **steps** using academic and content vocabulary. One problem for the teacher to **Model (Skill Development)**. A matching problem for students to work step-by-step **(Guided Practice)**.

Relevance — REL
Personal, academic, and real-life reasons why the lesson is **important** to learn.

Closure — CL
A skill-based problem, concept-based problem, and writing summary to provide evidence of learning.

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How to Design the …

Learning Objective

1. Select a content standard. Deconstruct, if necessary
2. Write a Learning Objective: **Skill** (verb), **Concept** (noun), and Context.
   Start with "*We will…*" or the verb.
3. Locate or create Independent Practice. Refer to released questions if available.
4. Identify and define one academic word in the Learning Objective, if necessary.
5. CFU

💬 Declare the Objective

Read the Learning Objective to your partner.

Activate Prior Knowledge

*NOTE: It is best to write Concept Development now and come back later and fill in
Activate Prior Knowledge.*

Refer to the Concept, Skill, or Context of the Learning Objective. Think of a **sub-skill review**
(from previous teaching) or **universal experience** (from life experiences) that provides
background knowledge for the new lesson. If reviewing a subskill, write two examples:
one for the teacher and one for the students.

🔗 Make the Connection

Students, you already know how to _____. Today, you will use that skill to _____.
Students, you already know _____. There's a name for that; it's called _____ [the lesson's
concept].

Concept Development

1. Identify the Concept in the Learning Objective.

2. Create a **written**, bullet-proof **concept definition**(s) that contains the critical, non-critical, and shared
   attributes. Use precise academic language.

3. Provide labeled **examples** that meet the critical and non-critical attributes.

4. If applicable, provide non-examples that contain the shared attributes or that may cause confusion
   with the Concept.

5. **English Learners** (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 (Checking for Understanding)

Ask two questions that require students to apply the Concept definition or to distinguish
between additional examples and nonexamples. Provide a sentence frame.

How to Design the …

1. **Copy KEY Concept Development definitions and Learning Objective to this page.**

2. **Write or locate matched pairs of problems for each variation type.**
   a) 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 and how-to-do-it steps.
      Strategic steps must include decision-making strategies.
   b) Direction steps, what-to-do steps.
   c) Interpret your answer.

4. **English Learners (ELs) –**
   a) Identify and define additional ~ one academic word, if applicable.
   b) Pictures to convey meaning, if applicable.
   c) Design a Graphic Organizer, if applicable.

> ***Note**
>
> To design skill development:
> 1. Write problems first,
> 2. then steps.
>
> To teach skill development:
> 1. Teach steps first, and
> 2. then problems.

💬 CFU (Checking for Understanding)

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

Relevance

1. **Write reasons** why the lesson is important for the student to learn:
   Personal, Academic, or Real Life.

2. **Provide examples** or pictures to elaborate on the reasons.

3. **English Learners (ELs)** –
   1. Identify and define ~ one Academic word, if applicable.
   2. Include pictures to convey meaning, if applicable.

💬 CFU (Checking for Understanding)

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. **Concept Closure -** Provide students with a problem which assesses whether they have a firm grasp of the Concept in the lesson.

3. **Summary Closure -** Have students reflect on their learning. Provide a word bank when summarizing.

"What did you learn today about… (Insert Learning Objective)?