

HOW TO DELIVER

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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Checking FOR UNDERSTANDING

Verify students are learning while you're teaching!

T **Teach First**
before you ask the question so students are equipped to respond.

A **Ask a Question**
specific to what you just taught.

P **Pair-Share**
with a partner so students practice their response to the question.

P **Pick a Non-Volunteer**
randomly to verify that everyone is learning.

L **Listen**
to student responses so you can make real-time instructional decisions.

E **Effective Feedback**
Elaborate, explain or reteach based on student responses.

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Creating Academic STUDENT ENGAGEMENT

- **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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EFFECTIVE FEEDBACK

for incorrect answers

- **Provide cues and prompts.**
- **"I'll come back to you."**
- **De-escalate to multiple choice.**
- **"Explain your thinking."**
- **Read the answer.**
- **Two wrong answers, reteach.**
- **Pair-share again.**

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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):

- o Comprehensible Delivery
- o Context Clues
- o Accessible Materials

Language Strategies (if applicable):

- o Vocabulary Strategy
- o Listening and Speaking Strategies
- o Reading Strategies
- o 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**:
 - o **Examples** and clarifies why they are examples of the Concept.
 - o **Non-Examples** and clarifies why these DO NOT meet the Concept Definition, if applicable.
 - o **Physical Demonstration** of the Concept, if applicable.
 - o **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.
 - o **Apply**. Distinguish between Examples & Non-Examples.
 - o **Justify** answer.
 - o How to remember.
 - o **Rephrase** (paraphrase) the Concept definition.

English Learner Strategies

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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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Language Strategies (if applicable):

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- o Writing Strategies

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, one at a time.*
3. **Pair-share** the 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** the process and answer.
4. **CFU** show answers (whiteboards).
CFU of process to get answer.
5. **Repeat** for remaining steps.

2nd Variation

Focus teaching & 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**.

Relevance

1. Teacher and students **read** the Relevance.
2. Teacher gives Relevant reasons and **clarifies** with examples.
a) If released questions are provided, do not solve them before teaching is completed, but connect the words in the lesson to the questions.
b) 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)?"

English Learner Strategies

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Language Strategies (if applicable):

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- o Listening and Speaking Strategies
- o Reading Strategies
- o Writing Strategies

Closure

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

Lesson Delivery Strategies

Cognitive Strategies (to help students remember)	Memory Aids <ul style="list-style-type: none">• Mnemonics• Imagery• Paraphrase• Predict• Summarize• Note making• Metaphors, similes• Ask/answer questions	Organization <ul style="list-style-type: none">• Cluster• Outline• Graphic Organizer
Rehearsal <ul style="list-style-type: none">• Simple repetition• Cumulative repetition• Copy material• Verbatim note taking• Underline, highlight		
Content Access Strategies (to make English easier to understand)	Comprehensible Delivery <p>Speak Slowly with Clear Enunciation</p> <ol style="list-style-type: none">1. Speak slowly2. Use formal register when speaking3. Insert pauses between your words4. Extend vowels and Stress consonants5. Emphasize each syllable <p>Make Sentences Easier to Understand</p> <ol style="list-style-type: none">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. <p>Control Your Vocabulary</p> <ol style="list-style-type: none">1. Delete or replace unnecessary words <p>Connect to Cognates</p> <p>Define Idioms</p> <p>Replace Pronouns with Nouns</p> <ol style="list-style-type: none">1. Clarify pronoun reference	Context Clues <ul style="list-style-type: none">• Contextualized definition• Facial expressions• Gestures• Visuals (text with images)• Realia (objects from everyday life)• Analogies, similes, and metaphors• Graphic organizers Supplementary Materials and Adaptations of Existing Materials <p>Select Text that is Easier to Read</p> <p>Simplified Text</p> <ol style="list-style-type: none">1. Reduce quantity of difficult words2. Reduce sentence length3. Simplify sentences <p>Elaborated Text</p> <ol style="list-style-type: none">1. Make implicit information explicit2. Use clear text structure3. Add context clues
Language Strategies (to promote English language acquisition)		
Vocabulary Development Strategies <ol style="list-style-type: none">1. Develop Concept Definitions2. Attach a Label to Prior Knowledge3. Clarify Multiple Meanings4. Use Synonyms5. Define New Words6. Explain Homophones7. Break Words into Recognizable Parts8. Use Academic Relationship Words9. Define Words in Context of Lesson	Listening and Speaking Strategies <ol style="list-style-type: none">1. Enunciate Clearly2. Chunk Words for Pronunciation3. Pronounce Words Physically4. Use Backwards Syllabication5. Connect to Known Sounds6. Emphasize Inflectional Endings7. Clarify Minimal Pairs8. Build Inflectional Endings	Reading & Writing Strategies <ol style="list-style-type: none">1. Read Sentences2. Read Whole Word3. Read Initial Sounds of Words4. Use Phonics Rules5. Syllabicate Words6. Write New Words7. Write Answers8. Elaborate in Writing