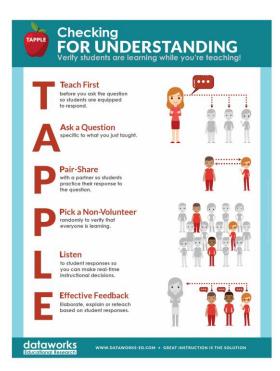
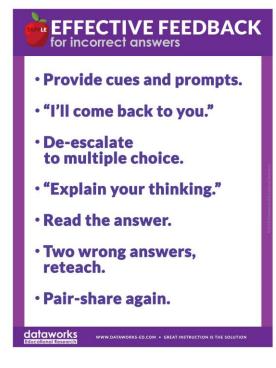
HOW TO DELIVER

an EXPLICIT DIRECT INSTRUCTION® (EDI) Lesson









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
- Context Clues
- Accessible Materials

Language Strategies (if applicable):

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

Activate Prior Knowledge

Sub-Skill

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

Universal Experience

- Teacher presents scenario and gives an example first.
- Students come up with their own example. (whiteboards)
- 3. Pair-share
- 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 <u>DO NOT</u> meet the Concept Definition, if applicable.
 - o **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.
 - Apply. Distinguish between Examples & Non-Examples.
 - o **Justify** answer.
 - o How to remember.
 - o Rephrase (paraphrase) the Concept definition.

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How to Deliver the ...

Skill Development/Guided Practice

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

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Skill Development

Teacher works a problem

1st Variation

- 1. Teacher and students read a step.
- 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 <u>new elements</u> 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 <u>new elements</u> 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
- CFU. "Which reason is most relevant to you (and why)?"

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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
 - 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 (objects from everyday life)
- 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 Strategies

- 1. Develop Concept Definitions
- 2. Attach a Label to Prior Knowledge
- 3. Clarify Multiple Meanings
- 4. Use Synonyms
- 5. Define New Words
- 6. Explain Homophones
- 7. Break Words into Recognizable Parts
- 8. Use Academic Relationship Words
- 9. Define Words in Context of Lesson

Listening and Speaking Strategies

- 1. Enunciate Clearly
- 2. Chunk Words for Pronunciation
- 3. Pronounce Words Physically
- 4. Use Backwards Syllabication
- 5. Connect to Known Sounds
- 6. Emphasize Inflectional Endings
- 7. Clarify Minimal Pairs
- 8. Build Inflectional Endings

Reading & Writing Strategies

- 1. Read Sentences
- 2. Read Whole Word
- 3. Read Initial Sounds of Words
- 4. Use Phonics Rules
- 5. Syllabicate Words
- 6. Write New Words
- 7. Write Answers
- 8. Elaborate in Writing

