



edi[®]

explicit direct instruction

How to Deliver EDI Lessons

DataWORKS
Educational Research

All Students Successfully Taught
Grade-Level Work Every Day

Learning Objective

1. Teacher **pre-reads** the Learning Objective. (Students track)
2. Students **read** the Learning Objective.
3. **Pair-share** – Read the Learning Objective to your partner.
4. **Checking For Understanding**

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

English Learner Strategies

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Language Strategies (if applicable):

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- Writing Strategies

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/Guided Practice

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**.

Relevance

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

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- Reading Strategies
- Writing Strategies

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[Evaluation Form – What I learned today.](#)

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