

“Engage Students with Purposeful, Focused, Efficient Instruction” Direct Instruction Conceptual Map



Name: _____ School: _____ District: _____

Grade: K 1 2 3 4 5 6 7 8 9 10 11 12 Subject: Math Language Arts Social Studies Science ELD Other _____

Content Standard: _____ Curriculum: _____ Teacher Edition Page #: _____

Phase	Lesson Plan
Orientation	<p style="text-align: center; font-weight: bold;">Content Objective</p> <p>Content Objective: _____ <i>How is the content objective derived from the grade-level standard?</i></p> <p><i>How will students interact with the content objective? (Active Participation)</i></p> <p>EL Language Objective: _____ <input type="radio"/> Word Analysis, Fluency & Vocabulary Development <input type="radio"/> Reading Comprehension <input type="radio"/> Literary Response & Analysis <input type="radio"/> Writing Strategies <input type="radio"/> Written & Oral Conventions <input type="radio"/> Listening & Speaking <i>Which EL students are you focusing on by choosing this EL Language Objective?</i></p> <p><i>How will you incorporate the EL Language Objective into the lesson?</i></p>
	<p style="text-align: center; font-weight: bold;">Activate Prior Knowledge</p> <p><i>What are the prerequisite skills/concepts required for this lesson?</i></p> <p><i>Which of these skills/concepts will you activate? Why did you choose this one over the others?</i></p> <p><i>How does this skill/concept align to the new material?</i></p> <p><i>How will students practice the skill/concept prior to checking their understanding?</i></p> <p>How will you check if students know the skill/concept?</p>

Inherent Characteristics of Direct Instruction

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| <ul style="list-style-type: none"> Ongoing Checking for Understanding of All Students Immediate Corrective Feedback Teacher Making Decisions based on Responses High Expectations for Student Learning | <ul style="list-style-type: none"> Actively Engaged Students Efficient Use of Instructional Time Positive Classroom Environment Routines and Procedures | <ul style="list-style-type: none"> Cues and Prompts Choral Responses Visual Representations and Graphic Organizers Modeling and Narrated Demonstrations |
|--|---|---|

Phase		Lesson Plan
Presentation	Teaching the Concept "The Big Idea"	<p><i>What is the concept or BIG idea you want students to know at the end of the lesson?</i></p> <p><i>How will you teach the concept?</i></p> <p><i>How will you represent the information visually? (overhead, graphic organizer, pictures, etc.)</i></p> <p><i>How will students interact with the information? (Active Participation)</i></p> <p><i>How will you know if students understand the concept?</i></p> <p><i>What higher-order questions will you ask? (Analysis, Synthesis, Application, Evaluation)</i></p> <p><i>What are the possible misconceptions of the concept your students might have?</i></p>
	Teaching the Skill Structured practice	<p><i>What is the skill you want students to be able to perform independently at the end of the lesson?</i></p> <p><i>What steps will you provide as a scaffold for students who need it?</i></p> <p><i>How will you present these steps to students?</i></p> <p><i>How will you model your thought process?</i></p> <p><i>How will students interact with the information? (Active Participation)</i></p> <p><i>What will students do to demonstrate their understanding of the skill?</i></p>

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|--|---|---|

Phase		Lesson Plan		
Guided Practice	Developing the Concept and Skill	<i>How does your guided practice support the independent practice?</i>		
		<i>How will you verify the success of all students at each step?</i>		
		<i>How will you ensure that your students are given increasing responsibility towards working independently?</i>		
		<i>How will students interact with the information? (Active Participation)</i>		
		<i>What will students do to demonstrate that they are ready for independent practice?</i>		
		<i>What higher-order questions will you ask? (Analysis, Synthesis, Application, Evaluation)</i>		
		<i>How will you check for understanding of the concept?</i>		
Independent Practice	Demonstrate Knowledge	<i>How does the independent practice align with content objective?</i>		
		<i>What will you do for those students who are not ready for independent practice?</i>		
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