

# “Engage Students with Purposeful, Focused, Efficient Instruction”

## Phases of Direct Instruction

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<b>Orientation</b> <b>Purpose:</b> Orient students to new material by clarifying the purpose and objective <i>prior</i> to presenting new material. The context for learning is established.		<b>Presentation</b> <b>Purpose:</b> Provide initial explanation of the new concept and/or skill.  <i>Stay focused on the topic!</i>		<b>Structured Practice</b> <b>Purpose:</b> Master each step one at a time.	<b>Guided Practice</b> <b>Purpose:</b> Move students towards independence.	<b>Independent Practice</b> <b>Purpose:</b> Transfer new knowledge from short to long-term memory.
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<b>Content Objective</b>	<b>Activate Prior Knowledge</b>	<b>Teaching the Concept “The Big Idea”</b>	<b>Teaching the Skill</b>	<b>Developing the Concept and Skill</b>		<b>Demonstrate Knowledge</b>
<ul style="list-style-type: none"> <li>• Teacher states the objective.</li> <li>• Teacher communicates expectations for student accountability.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher describes the relationship of the new material to students’ existing knowledge, either previously taught material or knowledge that is universal to all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher teaches the new concept by:                             <ul style="list-style-type: none"> <li>•describing the characteristics of the concept.</li> <li>•providing the rule or definition.</li> <li>•giving examples and non-examples.</li> <li>•providing a visual representation of the concept.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher teaches the new skill by:                             <ul style="list-style-type: none"> <li>•providing the steps of the skill with examples of each step.</li> <li>•providing a visual representation of each step.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher leads students through practice examples of each step in order to reduce errors in the initial learning stages.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gradually reduces support and students eventually apply the steps independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of the concept and perform the skill without assistance from the teacher.</li> </ul>

### Inherent Characteristics of Direct Instruction

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