



DIRECT INSTRUCTION



Definition

Direct Instruction is a teacher-led, structured approach to teaching where:

- Learning goals are clear and explicit
- Content is delivered with clarity and structure
- The teacher models the process (I Do) before engaging students in practice (We Do, You Do)

Do

- State clear learning objectives
- Model using gradual release model ("I Do, We Do, You Do Together")
- Chunk information and use visuals
- Activate prior knowledge
- Provide guided and independent practice
- Give timely, specific feedback
- Use student engagement strategies (Turn & Talk, Checks for Understanding)
- Be mindful of teacher talk time compared to student talk time

Teacher Tips

- **Move around the room to stay engaged with students**
 - Exemplar: Circulate while teaching to check for focus and clarify confusion on the spot.
- **Prompt questions throughout delivery**
 - Exemplar: Asks, "What do you notice?" or "Why do you think that?" during modeling.
- **Use visuals, anchor charts, and handouts**
 - Exemplar: 1. Displays a graphic organizer while handing out a printed copy to annotate. 2. Anchor chart created collaboratively and referenced frequently.
- **Always connect back to the learning target**
 - Exemplar: Says, "This helps us meet our goal of identifying text structure."
- **Connect to students' experiences and real-world contexts**
 - Exemplar: "Convincing your parents? That's persuasive writing."
- **Use consistent success criteria and exemplars**
 - Exemplar: Shows a strong sample and explains how it meets the rubric.

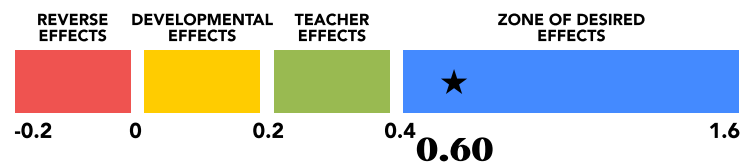
Why It's Important

- Creates clarity of expectations
- Allows all students to receive the same accurate and strategic instruction
- Provides structure, especially for new or complex content
- Supports students through multiple exposures to academic tasks
- Builds student confidence through modeling and practice

Don't

- Skip modeling or assume students already know how
- Talk the entire time without student interaction
- Deliver content all at once without chunking (break it into smaller, manageable parts with time for checks for understanding)
- Be overly critical or inflexible
- Forget to monitor student understanding

Hattie Check



Activities

- Modeling
- Turn & Talk
- Checks for Understanding
- Graphic Organizers
- Clear Objectives
- Teacher Think Alouds (Metacognitive)
- Guided Practice
- Independent Practice
- Feedback for students





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Teacher Rubric Connection

Domain 1 - Planning and Preparation for Learning

- B - Standards
- C - Units
- D - Assessments
- E - Anticipation
- F - Lesson Objectives

Domain 2 - Classroom Management

- E - Routines
- F - Discipline Strategies
- G - Efficiency

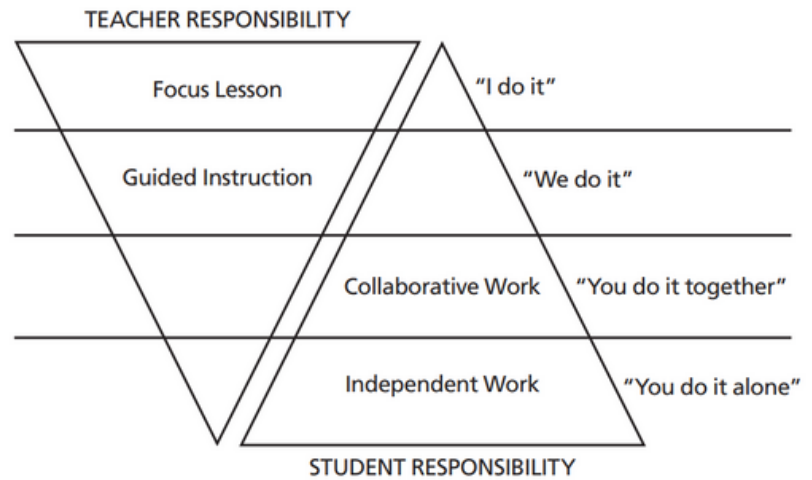
Domain 3 - Instructional Delivery

- A - Expectations
- C - Goals
- E - Clarity
- F - Repertoire
- H - Differentiation
- J - Closure

Domain 4 - Monitoring Assessment and Follow Up

- A - Criteria
- C - Check for Understanding
- D - Common Formative Assessment
- G - Re-Teaching

Exemplar Strategy



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility* (p. 4). Alexandria, VA: ASCD. Used with permission.

Implementation Steps

- State the objective clearly
- Activate prior knowledge
- Model the skill using visuals or exemplars
- Chunk the content clearly
- Check for understanding during instruction
- Engage students during instruction
- Follow up with guided and independent practice
- Give feedback and end with reflection

