


References


Academic Relevance, 155
Academic Vocabulary, 19, 49, 80, 208
Access Common Core, 201
Access to educational opportunities, 11
Achievement, student
effective lessons and, 1–2
research on, 2–3
teaching grade level standards, 84–85
Acquisition phase, 210
Activating Prior Knowledge (APK), 16, 89–103
defined, 90
EDI Circle, 89
EDI lesson design checklist, 202
Explicit Direct Instruction and, 94
importance of, 90
Learning Objectives and, 91
research on, 209
by reviewing concepts, 91
by reviewing skills, 91
in sample lesson analysis, 194–195
selecting knowledge to activate, 91
sub-skill review, 90, 92–94, 98–102, 189
Teach First, 46
time spent on, 94
Universal Experience, 90, 91–92, 94–98
using Student Engagement Norms, 94
vocabulary, “attaching a label,” 91
vs. assessing prior knowledge, 93
warm-up problems, 103, 185
ways of, 90
well-crafted lessons, creating, 185–186, 189
Adjectives, Activating Prior Knowledge for, 101–102
Air-tracking, 27
Answers
allow students to change, 66
call on correct and incorrect, 66
in Educeri EDI lessons, 196
multiple-choice, 61–62, 64
point to, 52
strategies when students cannot answer, 60–63
students are not allowed to not know, 60
students on CFU questions, 46
TAPPLE example, 57
teach for success (80% and 100%), 59, 67, 165, 172
See also Questions
APK. See Activating Prior Knowledge
Ardovino, Joan, 3
Ask a Specific Question in TAPPLE, 47–48
Assessment of prior knowledge, 93
Assessment-Type Closure, 165–166, 168
“Attaching a label” to a concept, 91
Attention Signal, as Student Engagement Norm, 33–34
research on, 208
in TAPPLE, 53
training students in, 39
Attention spans of students in
pair-sharing, 49
Australia, DataWORKS in, 5–6, 38
Australian Curriculum: English, 82
Automaticity, 179
Big idea (concept) of Learning Objectives, 76, 78
Brain research, 13, 207. See also Research
Briggs, Leslie, 206
Bulletproof definitions, 112, 186
Call and response, attention signal, 33–34, 208
Calling on students
on correct and incorrect answers, 66
strategies when students cannot answer, 60–63
See also Volunteers
Carlson, Gordon, 92
Cause-and-effect structure of text, 95–96
CFU. See Checking for Understanding
Chall, Jeanne, 12, 205
Checking for Understanding (CFU), 41–57
Ask a Specific Question, 47–48
benefits of, 43
checklist summary, 71
as cognitive strategy, 63–64
in Concept Development, 111, 114–115, 116, 118, 125
defined, 42
EDI Circle, 41
Effective Feedback, 56, 59–64. See also
Effective Feedback, in TAPPLE
following modeling, 133
Lesson Closure as final, 164
in Lesson Relevance, 156–158
Listen Carefully to Response, 56
literacy approach, 149
pair-share, 48–53. See also Pair-share,
in TAPPLE
Pause, 48, 49
Pick a Non-Volunteer, 53–56
process questions in Skill Development
and Guided Practice, 138–139
random selection of students, 53–54
research on, 205, 208
and reteaching. See Reteaching
in sample lesson analysis, 194
students answering questions, 46
Teach First, 45–46
timing of, 43–44
using TAPPLE, 18, 45, 190
well-crafted lessons, creating, 184,
185, 189
whiteboards in. See Whiteboards, in
Checking for Understanding
Checklists
CFU using TAPPLE, 71
EDI lesson design, 202–204
China, DataWORKS in, 6
Chin-it, 35, 39, 66
Chunking the standards, 80
Circumference, calculating, 123
Classroom instruction, research on, 3–7
Classroom management
in pair-sharing, 49
tracked reading in, 26
whiteboards for, 64
See also Discipline problems
Closure of lesson, 17, 163–170
aiming for 80-100% success during,
165, 172
Assessment-Type Closure, 165–166, 168
Checking for Understanding, 44
Concept Closure, 165
defined, 164
EDI Circle, 163
EDI lesson design checklist, 203–204
examples, 167–169
how to provide, 165–169
importance of, 164–165
Independent Practice after, 164, 170, 188
modify to plan for success after lesson, 175
research on, 210
in sample lesson analysis, 200
scaffolding options, 167
Skill Closure, 165, 168
Summary Closure, 166–167, 168
well-crafted lessons, creating, 188, 189
Cognitive strategy, CFU as a, 63–64
Collaborative learning, 208
College and career readiness, 17
Common Core State Standards, 4, 193
assessments provided for, 200, 201
on college and career readiness, 17
Concept Closure, 165
defined, 164
in Lesson Relevance, 156–158
and Learning Objectives, 75, 82, 85
vocabulary Tier Words, 18, 19
Complete sentences
label partners and cue first speaker, 51–52
public voices, 38, 55
research on, 208
sentence frames, 37–38, 51
stand and deliver, 38, 55
student creation of, 38–39
as Student Engagement Norm, 37–39
students create their own, 52
in TAPPLE, 50–51
Concept(s)
Big Idea in Learning Objectives, 76, 78
using to Activate Prior Knowledge, 91
Concept Closure, 165
Concept Development, 16
EDI Circle, 105
EDI lesson design checklist, 203
example in literacy approach, 150, 151
research on, 209
in sample lesson analysis, 195, 196
well-crafted lessons, creating, 184, 186, 189
See also Concept Development delivery;
Concept Development design
Concept Development delivery, 121–129
CFU questions, 125
demonstrating, 122
examples, 125–128
explaining, 121–122
labeled examples, 125
modeling, 121
physical objects, 122–123
reading the concept definitions, 124
steps for teaching, 124–125, 129
time spent on, 123–124
use Student Engagement Norms, 121
use TAPPLE, 121
Concept Development design, 105–120, 129
CFU questions, 111, 114–115, 116, 118
concepts in Learning Objectives, 106
content presentation in, 106
enhancements, 115–116
examples, 117–120
Explicit Direct Instruction in, 111–120
importance of, 107–108
ineffective, 109–111
instructional materials not used, 110
labeled examples, 111, 113–114, 116
layout for student viewing, 116
missing when lessons focus on skills or
details, 109–110
non-examples, 113, 118
for state tests, 107–108
for student generalization, 107
See also Grade-level Learning
Objectives
teaching to fill out worksheets,
110–111, 189
written definitions, 111, 112, 116
Concept hooks, 112, 135
Consolidation phase, 210
Constructed Response Closure, in
Lesson Closure, 168
Content standards, 16, 74, 75, 78–79,
84–85, 185
Content vocabulary, 18, 80, 116
Context (conditions) in Learning
Objectives, 76, 77, 78
Corrective feedback. See Effective Feedback,
in TAPPLE
Creating well-crafted lessons, 183–192
Activating Prior Knowledge, 185–186, 189
Checking for Understanding, 184, 185
Closure, 188, 189
Closure, after, 188
Concept Development, 186, 189
creating EDI lessons from textbook,
184–188
creating your own EDI lessons, 188–191
EDI Circle, 183
example of, 1–2
explain, model, and demonstrate, 187–188
Guided Practice, 186, 189
Independent Practice, 184, 189
Learning Objective, 185, 189
Relevance, 188, 189
Rule of Two, 187
Skill Development, 186, 189
use EDI strategies all the time, 190
you have tools to change education,
190–191
Cues, 60
Curriculum Calibration, 4, 85

don discipline and random Checking for
Understanding, 56
EDI for English Learners, 5
going into the classroom to teach,
191–192
instructional models, comparison of, 206
on planning for success, 172
on stand and deliver, 38
on student engagement with Rule of
Two, 136–137
on time spent presenting content, 189
on whiteboards, 34
writing standards-based Learning
Objectives, 82
you have tools to change education, 190
Declarative Knowledge
in Concept Development, 121, 186
literacy approach in science lesson,
150–151
long-term memory as purpose, 190
in science class, planning for success, 173
in Skill Development/Guided Practice,
148, 187
Deconstruction of standards, 80–84
De-escalation of question, 61–62
Definitions, written
bulletproof, 112, 186
in Concept Development design, 111, 112,
116, 184, 186
reading with students, 124
in sample lesson analysis, 194, 195
Delivery strategies of EDI lessons,
16, 17–19, 187–188, 193
Demonstrating
in Concept Development delivery, 121,
122–123
research on physical demonstrations, 209
well-crafted lessons, creating, 187–188
Desk arrangements, 32, 50
Differentiation, 171–172, 210
Direct instruction
research support of, 12–13, 205, 207
teacher-centered, 10, 11
Directional Tracking, 207
Directions, 77, 134–135
Discipline problems, 33, 39, 43, 56
Discovery
learning, 12. See also Inquiry learning,
educational philosophy
of talented students, 9, 55
Echo as former strategy in
Effective Feedback, 56
Echo reading, 24, 27
EDI. See Explicit Direct Instruction (EDI)
Explicit Direct Instruction (EDI)

Educational Leadership (Wolfe), 210
Skin for English Language Arts

Elaborate, in Effective Feedback, 56
Elementary school


Concept Development delivery, 125–128

Concept Development design, 117–118, 119

Learning Objectives presented, 86–87

Lesson Closure, 168

Lesson Relevance, 157–158

letter sounds to help readers recognize words, 27

planning for success in science class, 173

Skill Development and Guided Practice, 137–138, 142–147

tack and read, 24–25, 27

Engagement. See Student Engagement Norms

English

EDI for English Learners, 5, 6, 21–22

language translation in pair-sharing, 49

as a second or foreign language, 6

English Language Arts (ELA)
online curriculum, 7

standards-based Learning Objectives for, 4, 81–82, 83

See also Language arts lessons

English Language Development (ELD), 7, 82

Equal opportunity to learn, 84–85, 176

Errors by students

sub-skill, 67

whole-class vs. individual students, 59–60

Evidence for author’s argument, 96–98

Exit Ticket, 188, 201

Experience, Universal. See Universal Experience

Explaining

in Concept Development delivery, 121–122

in Effective Feedback, 56

and justifying answers, by students, 55–56

by students, how they got their answer, 62

well-crafted lessons, creating, 187–188

Explicit Direct Instruction (EDI)

beginnings of, 3–7, 11

classroom use, 19

Concept Development design, 111–120

content presentation, 106

defined, 16

EDI Circle, 15, 16, 41, 73, 89, 105, 131, 153, 163, 171, 177, 183

for English Learners, 5, 6, 21–22

intervention approach, 175–176

lesson delivery strategies, 16, 17–19, 187–188, 193

lesson design checklist, 202–204

lesson design components, 16–17

literacy approach, 148–149

as metacognitive teaching, 20

planning for success, 174

putting research into practice, 205

as teacher-centered, direction instruction approach, 10, 11

used in Activating Prior Knowledge, 94

well-crafted lessons created from textbooks, 184–188

well-crafted lessons created on your own, 188–191

what it is not, 11, 12

See also Lessons

Explicit Direct Instruction for English Learners (Hollingsworth & Ybarra), 5, 22

Extended Thinking, in Lesson Closure, 168, 201

Facts and information. See Declarative knowledge

Faking the stick, 63

Feedback. See Effective Feedback, in TAPPLE

Foreshadowing clues in text, 92

Formulas, tracked reading of, 25–26

Fractions, Activating Prior Knowledge for, 98–101

Gagne, Robert, 206

Gaps of what students know, 92

Generalizations, 107

Gesture with me, as Student Engagement Norm, 29–31

cueing students, 30

importance of gestures, 30–31

research on, 208

steps in, 29

in teaching Concept Development, 124

using to visualize text, 31
Index

Good, Thomas L., 206
Grade-level Learning Objectives, 79, 84–85, 108–109, 176, 189
Graphic organizers, 148–151
Group work, 13
Grouws, Douglas A., 206
Guided Practice, 17, 131–152
  Checking for Understanding, 44, 138–141
  for declarative knowledge, 148
  defined, 132
  ECI Circle, 131
  EDI lesson design checklist, 203
  how to implement, 134
  how to teach, 141–151
  Learning Objectives and, 76
  for procedural knowledge, 147–148
  research on, 209
  Rule of Two, 134–137
  in sample lesson analysis, 195–199
  variations, include all, 137–138
  well-crafted lessons, creating, 184, 186, 189
  whiteboards and worksheets, 138

Handbook of Research on Teaching
  (Rosenshine & Stevens), 12
Hattie, John, 12
Higher-order questions and thinking, 31, 38, 65, 114–115, 133, 156, 196
High school
  Concept Development design for, 120
  Learning Objectives presented, 87–88
  track and read, 25
Hints, 60
History/social science lessons
  Activating Prior Knowledge for, 93
  Concept Development for, 119, 123
  example in literacy approach, 149–150
  research support of direct instruction, 207
  standards-based Learning Objectives for, 84
Hollingsworth, John, 1–7, 191–192
Homework. See Independent practice
How the Brain Learns (Sousa), 13, 207
Hunter, Madeline, 205, 208
Hyperbole, 92

“I do, You do” strategy, 209
“I’ll come back to you,” 61
Importance, 17, 154. See also Relevance
In-class interventions, 175–176, 180, 188
Independent Practice, 177–180
  defined, 178
  EDI Circle, 177
  EDI lesson design checklist, 204
in-class intervention during, 180
Learning Objectives and, 76–77, 84
Lesson Closure before, 164, 170
  matching the lesson, 178
  modify Closure to plan for success, 175
  motivating students to do homework, 179
  purpose of, 178–179
research on, 209, 210
  in sample lesson analysis, 201–202
  strategies for implementing, 180
  from unstructured to structured, 180, 188
  well-crafted lessons, creating, 184, 189
Inferences, drawing from text, 142–147, 194–202
Inquiry learning, educational
  philosophy, 11
Instructional approaches and models
  comparisons, 205, 206
  criteria and guidelines, 10–11
  research support of direct, 3, 4, 12–13, 205
Instructional Calibration, 4
Instructional materials for Concept Development, 110
Instruction, effective
  criteria and guidelines for instructional approach, 10
  examples of, 1–2
  philosophies about education, 10–11
  research on, 3–4, 12–13, 205
  talent discovery versus talent development in, 9–10
  teaching/learning dilemma in, 10
Interactive lessons, 11, 43–44, 49
Internal Rule of Two, 140–141, 196
Interventions, in-class and out-of-class, 175–176, 180, 188
Kinesthetics
  with physical objects, in demonstrating, 122
  pointing to the answer, 33, 52
See also Gesture with me, as Student Engagement Norm; Whiteboards, as Student Engagement Norm
Knowledge. See Activating Prior Knowledge (APK); Declarative Knowledge; Procedural Knowledge
Labels/labeling
  “attaching a label” to a concept, 91
  “labeled examples” in Concept Development, 111, 113–114, 116, 125
  matched problems in mathematics lessons, 136
  partners in pair-share, 51–52
Language arts lessons
  CFU questions in Skill Development and Guided Practice, 139
  and Concept Development, 110, 117–118, 125–128
  Guided Practice for, 139–140
  See also English Language Arts (ELA)
  Language translation for beginning English speakers, 49
  Launch to Literacy (Hollingsworth & Ybarra), 7
Learning Objectives, 16, 73–88
  Activating Prior Knowledge and, 91
  in Concept Development, 106, 125
  EDI Circle, 73
  EDI lesson design checklist, 202
  in Lesson Relevance, 155
  pre-reading, 44
  research on, 208
  in sample lesson analysis, 194, 195
  standards-based. See Standards-based Learning Objectives
  well-crafted lessons, creating, 185, 189
  See also Learning Objectives, presenting to students; Learning Objectives, well-designed; Learning Objectives, writing standards-based
  Learning Objectives, presenting to students, 85–88
  for elementary school, 86–87
  for high school, 87–88
  how to present, using Engagement Norms, 86
  for middle school, 87
Learning Objectives, well-designed, 75–79
  components of, 76
  concepts (big ideas), 76, 78
  context (conditions), 77, 78
  defined, 74–75
  grade level, 79
  skills (verbs), 76–77
  standards-based, 16, 75–76, 78–79
  Learning Objectives, writing standards-based, 4, 16, 79–85
dehoconstructing content standard into specific, 80
  examples, 83–84
  on grade level, 84–85
  how to write, 80
  from standards to Learning Objectives, 82
  written for pre-existing work, 84
Lecturing, 11
Lesson Closure. See Closure of lesson
Lesson Relevance. See Relevance

Lessons
  design and planning for success, 172
  EDI lesson delivery strategies, 16, 17–19, 187–188, 193
  EDI lesson design components, 16–17
  example of well-crafted lesson, 1–2
  interactive, 11, 43–44, 49
  online, 6–7
  See also Creating well-crafted lessons;
  Explicit Direct Instruction (EDI);
  Learning Objectives; Sample lesson analysis

Lessons on specific subjects
  history. See History/social science lessons
  language arts. See English Language Arts (ELA); Language arts lessons
  mathematics. See Mathematics lessons
  social science. See History/social science lessons
  Link to Literacy (Hollingsworth & Ybarra), 7
  Listen Carefully to Response in TAPPLE, 56
  Literacy approach, 148–151
  Checking for Understanding in, 149
  examples, 149–151
  Explicit Direct Instruction in, 148–149
  importance of, 149
  Long-term memory of students, 63–64, 90, 164, 178–179, 190
  Main idea of paragraph, 112
  Marzano, Robert, 12
  Matched problems, 17, 135–138
  Mathematical equations, tracked reading of, 25–26
  Mathematics lessons
    Activating Prior Knowledge for, 91, 93, 98–101
    CFU questions in Skill Development and Guided Practice, 139
    Concept Development for, 113–114, 119, 123, 128–129
    gesture with me, perpendicular lines, 29
    Guided Practice of, 137–138
    labeling matched problems, 136
    Lesson Relevance, 157
    multiplication facts, 67, 179
    research support of Concept Development, 209
    research support of direct instruction, 207
    standards-based Learning Objectives for, 80–81
    whiteboard examples, 68–69
  Memorization, 63–64. See also
  Remembering
  Metacognitive teaching, EDI as, 20
Middle school
Activating Prior Knowledge in, 96–98
Concept Development design for, 118
Learning Objectives presented, 87
Lesson Closure, 168–169
Lesson Relevance, 157
Mirror problems, 136
Modeling
Checking for Understanding, 133
in Concept Development delivery, 121
in Guided Practice, 132–133
importance of, 133
research on, 209
well-crafted lessons, creating, 187
Multiple-choice answers, 61–62, 64
Multiple Measures: Accurate Ways to Assess Student Achievement, 3
Multiplication facts, 67, 179
National Council of Teachers of Mathematics (NCTM), 209
The New Art and Science of Teaching (Marzano), 12
Next Generation Science Standards, 82, 193
No Child Left Behind (2002), 3
Non-volunteer, picking in TAPPLE, 53–56
Note taking, 134
Nouns, as concepts, 106
Objectives. See Learning Objectives
Online lessons and curriculum, 6, 7, 16.
See also Educeri
Opinions of students, 47
Outcomes in learning, as educational goal, 11
Out-of-class interventions, 175–176
Over learning, 179
Pacing calendars and guides, 78, 181
Pair-share, as Student Engagement Norm, 31–33
presenting Learning Objectives, 86
research on, 208
techniques for, 31–33
using sentence frames in complete sentences, 37–38
Pair-share, in TAPPLE, 48–53
complete sentences, 50–51, 52
follow-up questions, 53
importance of, 48–50
label partners and cue first speaker, 51–52
length of time, 53
limit teacher help, 52
point to answer, 52
sentence frames, 51
strategies of, 50
when students cannot answer, 61
with whiteboards, 66
PARCC (Partnership for Assessment of Readiness for College and Careers), 201
Park your boards, 35
Pause, and wait time, 48, 49
Periodic Review, 103, 180–181, 185
EDI lesson design checklist, 204
research on, 210
Personal Relevance, 154–155
Philosophies about education, 10–11, 12–13, 205, 206
Physical demonstrations.
See Demonstrating
Physical objects, in demonstrating, 122–123, 187
Pick a Non-Volunteer in TAPPLE, 53–56
Planning for success, 171–176
after the lesson, modify at Closure, 175
amount of content to teach, 174
anticipate difficult areas for students, 173
differentiation, 171–172
EDI Circle, 171
example, 173–174
in-class interventions, 175–176
length of lessons, 174
lesson design, 172
during the lesson, modify so students are successful, 174–175
out-of-class interventions, 175–176
response to intervention, 176
scaffolding, 171–172
before teaching, 172–174
Point and explain in pair-sharing, 33, 52
Popsicle sticks for random student selection, 54, 63, 86
Practice. See Guided practice;
Independent practice
Pre-existing work, writing Learning Objectives for, 84
Pre-reading, 23, 44
Prior life experiences, 90
Procedural Knowledge
in Concept Development delivery, 121–122
literacy approach in science lesson, 150–151
in Skill Development/Guided Practice, 147–148, 187
Process improvement, 3
Process questions, 133, 138–139
Progressive philosophy about education, 11, 12
Prompts, 60
Pronounce with me, 22–23, 24, 207
Public voices, 38, 55
“Pull a stick,” to randomly select students, 54, 86

Questions
Ask a Specific Question in TAPPE, 47–48
CFU and higher-order, 114–115
follow-up questions in pair-share, 53
process, 133, 138–139
strategies when student cannot answer, 60–63
See also Answers

Random selection of students for CFU, 53–54
faking the stick, 63
presenting Learning Objectives, 86
random name generator apps, 23, 54

Reading
choral, 23, 24, 207
literacy approach to learning, 148–151
rates, 24
research support of
direct instruction, 207

Read with me, as Student Engagement Norm, 23, 86
air-tracking, 27
pre-reading, 23, 44
remembering improvement, 28
research on, 207
tracked reading formulas and math equations, 25–26
tracked reading importance, 28
tracked reading variations, 23–24
tracking reading procedure, 24
using letter sounds to help readers recognize words, 27

Real-life Relevance, 155
Relevance, 17, 153–161
academic, 155
CFU questions, 156–158
Checking for Understanding, 44
concrete reasons, 159
EDI Circle, 153
EDI lesson design checklist, 203
example of, 159–161
how to design Lesson Relevance, 155
how to teach Lesson Relevance, 158–161
importance of, 154
personal, 154–155
provide examples, 156
real-life, 155
research on, 210
in sample lesson analysis, 199, 200
student motivation, 154
well-crafted lessons, creating, 188, 189
when to teach, 154
written reasons and vocabulary, 155–156
Remediation, 85, 108, 175, 189
Remembering
improvement with Read with me, as Student Engagement Norm, 28
memorization, 63–64
in pair-sharing, 49
as purpose of Independent Practice, 178–179
repetition with declarative knowledge, 148
Repetitive tasks in pair-sharing, 33

Research
on classroom instruction, 3–7
on direct instruction, 12–13, 205, 207
instructional models, comparison of, 205, 206
put into practice with Explicit Direct Instruction, 205–210
on student achievement, 2–3
Response to Intervention (RTI), 176, 210
Reteaching
Activating Prior Knowledge by sub-skill review, 90
in Checking for Understanding, 49, 56, 185
in effective feedback, 60, 66, 69
Retention of information. See Remembering
Rosenshine, Barak, 12, 206
Rowe, Mary Budd, 205
RTI (Response to Intervention), 176, 210
Rule of Two, 131–152
Activating Prior Knowledge, 94, 98
defined, 17, 132
examples, 136, 137–138
importance of, 136–137
Internal Rule of Two, 140–141, 196
planning for success, 172
research on, 209
in sample lesson analysis, 196
in Skill Development and Guided Practice, 135–137
use EDI strategies all the time, 190
well-crafted lessons, creating, 187
Rules, as concepts, 106
Sample lesson analysis, 193–204
   Activating Prior Knowledge, 194–195
   Concept Development, 195, 196
   EDI lesson design checklist, 202–204
   EDI lesson layout, 193–202
   Guided Practice, 195–202
   Independent Practice, 201–202
   Learning Objective, 194
   Relevance, 199, 200
   Skill Development, 195–202
   subscription service, Educeri EDI, 193
   Summary Closure, 201
Sample word banks, 167
Scaffolding, 167, 171–172, 210
School reforms, 2, 3, 173, 191, 207
Science lessons
   Concept Development for, 119–120, 123
   example in literacy approach, 150–151
   gesture with me, plate tectonics, 30
   planning for success, 173–174
   research support of direct instruction, 207
   standards-based Learning Objectives
   for, 83
   tracked reading in, 26
   whiteboard example on plate tectonics, 70
Scripted lessons, 12
Sentence frames using complete sentences,
   37–38, 51
   Sequential order text, 92
Sharing between students. See Pair-share
Skill Closure, 165, 168
Skill Development, 17, 131–152
   CFU questions, 138–141, 149
   and Concept Development design,
   109–110
   declarative knowledge lessons, 148
   defined, 132
   design, 134–138
   ECI Circle, 131
   EDI lesson design checklist, 203
   literacy approach, learn by reading,
   148–151
   note taking, 134
   procedural knowledge lessons, 147–148
   research on, 209
   Rule of Two, provide matched problems,
   135–137
   in sample lesson analysis, 195–199
   slow release, 142–147
   steps and directions, 134–135
   teaching, 141–151
   variations, include all, 137–138
   well-crafted lessons, creating, 184, 186, 189
   Skills
   sub-skill errors, 67
   sub-skill review, to Activate Prior
   Knowledge, 90, 92–94, 98–102, 189
   using to Activate Prior Knowledge, 91
   as Verb in Learning Objectives, 76–77
   Slavin, Robert E., 206
   Slow release, 142–147
   Smarter Balanced questions, 108–109,
   200, 201
   Social science lessons. See History/social
   science lessons
   Sousa, David, 13, 207
   South Carolina Department
   of Education, 4
   Speed up or slow down dilemma, 10
   Stand and deliver, 38, 55
   Standards. See Common Core State
   Standards; Next Generation Science
   Standards; Testing
   Standards-based Learning Objectives
   content, 16, 74, 75, 78–79, 84–85, 185
   creating well-crafted lessons using,
   185, 189
   writing, 79–85
   Steps, strategic, 134–135
   StepUP Academy, 5, 22
   Stevens, R., 12
   Strategic steps vs. directions, 134–135
   Strategic thinking, 132–133. See also
   Higher-order questions and thinking
   Structured Independent Practice,
   180, 188
   Student engagement, creation of, 21
   Student Engagement Norms, 18, 21–40
   attention signal, 33–34
   in Concept Development delivery, 121
   gesture with me, 29–31
   history of, 21–22
   importance of, 39–40
   in Lesson Relevance, 158
   pair-share, 31–33
   planning for success, 174
   presenting Learning Objectives, 86
   pronounce with me, 22–23
   read with me, 23–28
   research on, 207–208
   in sample lesson analysis, 193
   in Skill Development and
   Guided Practice, 141
   track with me, 23
   training students, 39
   use complete sentences, 37–39
   used in Activating Prior Knowledge, 94
use EDI strategies all the time, 190
whiteboards, 34–37
Student motivation, and Relevance, 154
Subscription service, Educeri EDI.
   See Educeri
Sub-skill errors, 67
Sub-Skill Review, 90, 92–94, 98–102, 189
Success to reach 80% and 100%, 59, 67, 165, 172
Summary Closure, 17, 166–167, 168, 201
Support Vocabulary, 19

Talent discovery and talent development, 9–10, 55
TAPPLE, 18, 45–57
Ask a Specific Question, 47–48
in Concept Development delivery, 121
Effective Feedback, 56
disrupting the tasks of, 57
in Lesson Relevance, 158
Listen Carefully to Response, 56
Pair-Share, 48–53. See also Pair-share,
in TAPPLE
Pause, 48
Pick a Non-Volunteer, 53–56
planning for success, 175
research on, 208
in Skill Development and Guided
Practice, 141
Teach First, 45–46
use EDI strategies all the time, 190
Teacher-centered, direct instruction, 10, 11
research on, 12–13, 205, 207
Teach First in TAPPLE, 45–46, 57
Teach for success (80% and 100%), 59, 67, 165, 172
Teaching. See Delivery strategies
Teach their partners in pair-sharing, 33
Testing
Concept Development importance for,
107–108
goal shift from access to outcome, 11
high-stakes, 11, 80, 84, 107, 142, 165, 185, 198
Textbooks
creating EDI lessons from, 184–188
instructional materials for Concept
Development, 110
Thinking
focus on, vs. directions, 135
See also Higher-order questions
and thinking
Tiered instructional model, 176, 210
Tier Two and Three Words, 18, 19

Timing
Activating Prior Knowledge, 94
Checking for Understanding, 43–44
length of lessons, 174, 189
for teaching Concept Development,
123–124
Touching the words, 23
Tracked reading
air-tracking, 27
procedure, 24
reading formulas and math equations,
25–26
research on Directional Tracking, 207
tracked reading importance, 28
tracked reading variations, 23–24
training students in, 39
Track with me, as Student Engagement
Norm, 23, 86, 207

Understanding, checking for. See Checking
for Understanding (CFU)
Universal Experience, 90, 91–92, 94–98,
189, 194
Unstructured Independent Practice, 180

Variations in problems, 137–138
Verb (skill) in Learning Objectives, 76–77
Verbs, as concepts, 106
Visible Learning (Hattie), 12
Visualization of text, gesture with me, 31
Vocabulary
Academic, 19, 49, 80, 208
content, 18, 80, 116
development of, 18–19, 116, 118
in sample lesson analysis, 194
in standards, 80
Support, 19
in written reasons for Relevance,
155–156
Volunteers
for Lesson Relevance, 159
strategic use of, 54

Wait time, 48, 49, 205, 208
Warm-up problems, 103, 180, 185
Well-crafted lessons. See Creating
well-crafted lessons
Well-designed Learning Objectives. See Learning Objectives
Whiteboards, as Student Engagement
Norm, 34–37
apps for, 36–37
chin-it, 35
for nonwriters, 35–36
park your boards, 35
research on, 208
use papers as, 35
Whiteboards, in Checking for Understanding, 64–70
advantages of, 64
example, 68–70
how to use, 65–66
summary, 67
when to use, 64–65
Wolfe, Pat, 210

Working memory of students, 178–179. See also Long-term memory of students
“Working the page,” 125–126
Worksheets, 110–111, 138, 189
Written definitions
in Concept Development design, 111, 112–113, 116, 184, 186
reading with students, 124
Written reasons for Relevance, 155–156

Ybarra, Silvia, 2–7, 191–192