

# Mastering the EFDT Lesson Structure: Planning for Information Extraction

## Materials Needed

- Printouts or digital access to the EFDT Framework Definitions (provided in the I Do section)
- One piece of non-fiction text (e.g., a current event article, a short historical passage, or a chapter summary) for modeling and practice
- Highlighters or digital annotation tools
- Blank template or digital document for creating the final EFDT Lesson Plan
- Timer (optional, for pacing)
- Access to internet/library resources for 'Deepen' and 'Transfer' examples (optional)

## Learning Objectives (KSA Alignment)

By the end of this lesson, learners will be able to:

- **Knowledge (K):** Define and articulate the purpose of each stage (Explore, Firm-up, Deepen, Transfer) within the EFDT lesson planning model.
- **Skills (S):** Apply the EFDT framework to design a structured lesson plan focused on the competency: "Extract significant information."
- **Attitude (A):** Appreciate the value of structured instructional design for achieving clear learning outcomes and real-world application.

## Introduction (10 Minutes)

### Hook: The Blueprint Challenge

**Educator/Trainer:** Imagine you were building a magnificent treehouse. Would you start sawing wood immediately, or would you follow a detailed blueprint? What happens if you skip the planning stage?

A lesson plan is like a blueprint for learning. It ensures we build knowledge in the right order. Today, we are learning a super-effective blueprint called EFDT. We aren't just learning to read an EFDT plan; we are learning to **design** one!

### Objective Review and Success Criteria

We are going to use the skill of **extracting significant information** (EN8INF-III-4) as the subject of our EFDT plan.

#### Success Criteria:

You will know you are successful when you have:

1. Clearly defined the goal of all four EFDT stages (E, F, D, T).
2. Created specific activities for the "Extract Significant Information" competency under each EFDT stage.
3. Ensured the final "Transfer" activity connects the skill to a real-world context.

## Body: EFDT Content and Modeling (45 Minutes)

### I Do: Understanding and Modeling the EFDT Framework

**Educator/Trainer:** I will introduce the four phases of the EFDT model and then model how the first phase, "Explore," applies to our target competency (Extracting Significant Information).

#### EFDT Framework Definitions:

- **E: Explore (Engagement/Discovery):** This stage hooks the learner, activates prior knowledge, and sets the context. It introduces the "What" and "Why."
- **F: Firm-up (Skill Acquisition/Practice):** This is the core instruction phase. Concepts are clearly explained, and initial practice is done with guidance. The focus is on precision.
- **D: Deepen (Application/Critical Thinking):** Learners apply the skill in more complex or varied contexts. This involves analysis, synthesis, and problem-solving.
- **T: Transfer (Real-World Use/Autonomy):** Learners use the skill independently in a new or relevant real-world task, showcasing mastery and connecting it to their lives.

#### Modeling Stage 1: Explore (The Hook for Information Extraction)

**Educator/Trainer Example:** If I were planning the "Explore" step for "Extracting Significant Information," I would use a challenging, dense piece of text (like a technical manual or legal jargon) and ask learners: "What is the single most important thing here? Why is it hard to find?" This immediately highlights the need for the skill.

- **Activity Idea (for our plan):** Present two texts—one simplified and one complex. Ask learners to find the main idea in 30 seconds. Discuss the difficulty difference and introduce the tools (scanning, key words) needed.

### We Do: Collaborating on Firm-up and Deepen

**Educator/Trainer:** Now, let's work together to design the next two essential stages, focusing on how we guide and then challenge the learners.

#### Stage 2: Firm-up (Guiding Practice)

**Think-Pair-Share:** If the skill is extracting information, what specific, guided activity would make sure they practice highlighting keywords, topic sentences, and supporting details accurately?

- *(Discussion & Consensus)*
- **Activity Idea (for our plan):** Provide a non-fiction text. Model a color-coding system (e.g., green for main idea, yellow for key supporting facts, red for irrelevant detail). Learners practice this system on a new paragraph under supervision, comparing results immediately.

#### Stage 3: Deepen (Complex Application)

**Q&A:** How can we make the skill harder? We need to move beyond simple facts and incorporate critical thinking, bias, or multiple sources.

- *(Discussion & Consensus)*
- **Activity Idea (for our plan):** Provide two articles on the same controversial topic (e.g., climate

change policy, historical event) written from opposing viewpoints. Learners must extract the core arguments and the supporting evidence from *both* texts, then synthesize the findings to identify areas of agreement/disagreement.

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## You Do: Independent Creation and Transfer

**Educator/Trainer:** The final stage, Transfer, is where the learning truly sticks because it connects to relevance. You will now independently design the Transfer step and compile the entire plan.

### Stage 4: Transfer (Real-World Autonomy)

**Activity:** Design a real-world task where a person must extract significant information to solve a personal or professional problem. This task must require autonomy (no color-coding guidance, no immediate feedback).

*(Learners work independently for 15 minutes to draft the Transfer stage and compile the full EFDT plan draft.)*

**Scaffolding Option:** Provide a choice board for Transfer ideas (e.g., "Research three colleges and extract the cost and required GPA," or "Analyze a household budget proposal and extract three areas for immediate cost-saving.>").

**Extension Option:** Design a feedback loop for the Transfer stage: How will the learner (or their peer/teacher) evaluate the success of their extracted information?

## Conclusion and Assessment (15 Minutes)

### Closure and Recap

**Educator/Trainer:** We began by comparing a lesson plan to a blueprint. Review your completed EFDT plan. Did you successfully create a structure that guides a learner from initial difficulty (Explore) to complex, independent use (Transfer)?

### Review Questions:

1. What is the primary difference between the 'Firm-up' stage and the 'Deepen' stage?
2. Why is the 'Transfer' stage often considered the most important part of instructional design?

### Formative Check: Quick EFDT Mapping

Ask learners to quickly match these actions to the correct EFDT stage:

- Synthesizing data from three different graphs. (Deepen)
- Highlighting the topic sentence of a paragraph with a provided key. (Firm-up)
- Reading a job description and summarizing the three most essential requirements. (Transfer)
- Watching a short, relevant video to spark curiosity. (Explore)

### Summative Assessment: Final EFDT Plan Submission

Learners submit their completed EFDT Lesson Plan focused on "Extracting Significant Information."

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**Evaluation Criteria (Based on Success Criteria):**

Criteria	Met (Y/N)	Evidence/Notes
Clear Definition of E, F, D, T stages. (K)		
Activities designed align correctly to the E, F, D stages. (S)		
Transfer activity is relevant, autonomous, and real-world focused. (A)		

**Feedback Opportunity:** Discuss the learner’s rationale for their 'Deepen' and 'Transfer' activities. Does their planning effectively move the learner from guidance to independence?