

# Introduction to Teaching Authentic Direct Instruction

## Session 1



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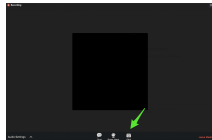
### Webinar Format

Share **strategies** for distance learning

- Information
- Demonstration
- Questions from participants
- Application opportunities

**Questions & Comments** from participants

- Comments/questions **via** the **Q & A feature**
- **Send** to [info@nifdi.org](mailto:info@nifdi.org)



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### AGENDA

- **Introductions** – Getting to know you
- **Materials Check**
- **Session Goals**
- **Developmental and Remedial Programs**
- **Instructional Goals of Direct Instruction**
- **Direct Instruction Principles: Effectiveness and Efficiency**
- **Additional Major Features**
- **Additional Resources**
  - Video In-Services
  - Research
  - Preservice and Coaching



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**Let's roll with a poll!**  
**Getting to Know You**

**Poll #1 Where are you located?**

1. Canada
2. United States
3. Latin America
4. United Kingdom
5. Continental Europe
6. Asia
7. Africa
8. Australia
9. South Pacific
10. Other



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**Getting to Know You: Your School and You**

**Poll #2 What is your relationship to schools?**

1. Teacher
2. Coach
3. School leader
4. District leader
5. Researcher/University lecturer
6. Behavior support specialist
7. SENCO/Special Education support
8. Teaching assistant



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**Direct Instruction & You**

**Poll #3: I have..... (check all that apply)**

1. no prior knowledge of authentic Direct Instruction.
2. no prior experience teaching authentic Direct Instruction programs.
3. had some training on how to teach authentic Direct Instruction.
4. taught at least one authentic Direct Instruction program.



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## Session Materials

**NIFDI Handout Packet (HO) Packet**  
**Lessons:** RMSE 1, L 102; RMSE K, L34; RMSE 1, L90  
**Tour of NIFDI Resources**

Signals

? Why use signals?

Tour of Resources

NIFDI website

LESSON 102 RMSE 1

READING VOCABULARY  
EXERCISE 1

Teacher reads the words in red  
**.people**


LESSON 34 RMSE K

This is an oral task. Pronounce e as in tack.  
**PRONUNCIATION  
EXERCISE 1**

LESSON 90 RMSE 1

CAPITAL LETTERS  
EXERCISE 1

Reviewing hard capitals



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## Session Goals

**Goals:**

- Develop a **working knowledge** about the **rationale** behind Direct Instruction (DI) curricula
- Understand the **key principles** and **delivery techniques** of DI programs.



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## Range of DI Programs: Developmental or Remedial

**Developmental Programs**

- Grade/Year level equivalent instructional content
- Students learn one year of instructional content in one year
- Can be accelerated with increased instructional time, at mastery
  - Reading Mastery Signature Edition (RMSE)
    - Grade Levels K-5 (Reading and Language w/Writing)
  - REWARDS Intermediate
  - DISTAR Arithmetic
  - Connecting Math Concepts, Levels A-F



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### Range of DI Programs: Developmental or Remedial

#### Remedial Programs

- For students who are at risk of failure
- Written to meet specific student needs
- Students learn more than one year's instruction in a sequence that may be presented and taught to mastery in less than one year
  - Corrective Reading: Decoding & Comprehension
  - REWARDS Secondary
  - Expressive Writing 1 & 2
  - Corrective Mathematics



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Visit the NIFDI Store  
at [www.nifdi.org](http://www.nifdi.org)

#### Program Reference Chart



National Institute for Direct Instruction  
PO Box 11248  
Eugene, OR 97440  
877.485.1973  
[www.nifdi.org](http://www.nifdi.org)

NIFDI Press™



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### Instructional Goals of Direct Instruction

1. For all students to master material at their performance levels every day, which will lay the foundation for increasing knowledge, skills and confidence.
2. For all students to learn critical background information and specific strategies systematically, which they can apply successfully to a wide variety of situations.



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### Instructional Goals of Direct Instruction (cont.)

3. For the performance level of all students to increase dramatically over time through acceleration – learning more in less time.



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### Direct Instruction Principles:

- *Effectiveness* – ensuring that all students master the material.
- *Efficiency* – ensuring that students learn at a faster-than-expected rate.



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### Design of Effectiveness (ensuring that all students learn)

1. **Placing** students at their **performance level**
2. Eliciting **frequent** student **responses**
3. **Modeling** new skills and concepts
4. **Immediate corrections** by the teacher
5. **High** passing **criteria**
6. **Incremental increase** in difficulty & complexity
7. Judicious **review**
8. **Integrating** skills and concepts into more **complex applications**



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## Design of Effectiveness

(ensuring that all students learn)

### 1. Placing students at their performance level

**Students** are...

- grouped according to DI placement test results (program specific)
- not grouped by grade or age nor by standardized tests



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## Design of Effectiveness

### 1. Placing midyear entrants at their performance level

- Groups proceed through the programs over time so there won't be groups starting at the beginning lessons midyear.
- Students entering midyear will be given in-program tests to find a group that matches their skill level.



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## Design of Effectiveness

(ensuring that all students learn)

1. Placing students at their performance level
- 2. Eliciting frequent student responses**
3. Modeling new skills and concepts
4. Immediate corrections by the teacher
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6. Incremental increase in difficulty & complexity
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8. Integrating skills and concepts into more complex applications



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## Design of Effectiveness

### 2. Eliciting frequent responses

- High interaction allows teachers to assess student performance and adjust instruction on an **ongoing** basis.
- Keep students on task. Unison (i.e., whole group) responses are indicators of time on task.
- Simple tasks allow for more frequent responses than more complex tasks.
- More “think time” is needed for new and complex tasks, which can vary by student.



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## Think, think, think....

**Poll #4:** Which **oral question** below would require the **longest amount of think-time** for an average 5<sup>th</sup> grade (year 6) student to answer?

1. What's  $35 \times 8$ ?
2. What DAY is it today?
3. What's the DATE this Friday?



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## Design of Effectiveness

### ▪ Signals and Unison Responses

- **Efficient AND Effective**
  - Every student initiates own response. Prevents students from leading or following.
  - Every student practices the task. (Not relying on individual turns.)
  - Every student makes hundreds of responses by the end of the lesson.
  - Mistakes can be heard and corrected immediately.
  - Signals are either visual or audible – depends on the exercise.



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## Design of Effectiveness

### Scripts, Formats

- Everything teachers and students say and do is specified in a **script**.
- The **language of instruction** is consistent from day to day.
- There is **less confusion and distraction** for students.
- Script is **efficient** for the teacher (preparation time is minimized).
- Scripts are **organized into formats** (or patterns) of teaching steps.
- Over time the **formats change** to include **less structure** and **more independence** of skill.
- Scripts allow for **teacher showmanship. Teach like it matters!**

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## Design of Effectiveness

### Reading Mastery format conventions:

- This blue type indicates what the teacher says.**
- (This type indicates what the teacher does.)**
- This italic type shows the students' response.***

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**RMSE Level 1, L 102, ex. 2**

**LESSON 102**  
**READING VOCABULARY**  
**EXERCISE 1**

Teacher reads the words in red.

a. I'll read each word in red. Then you'll spell each word.

b. (Touch the ball for **people**.) My turn. (Stash as you say) People. What word? (Signal.) People.

c. (Return to the ball.) Spell it. Get ready. (Tap under each letter as the children say) P-E-O-P-L-E.

d. What word did you spell? (Signal.) People.

e. (Repeat steps b and c for each word in red.)

f. Your turn to read all the words in this column.

g. (Touch the ball for **people**. Pause.) Get ready. (Stash.) People.

h. (Repeat step f for each remaining word in the column.)

i. (Repeat steps f and g until firm.)

**Poll #5: Count the responses**  
How many practice opportunities did each student get in 30 seconds?

**EXERCISE 2**  
Words with underlined parts

a. First you're going to read the underlined part of each word in this column. Then you're going to read the whole word.

b. (Touch the ball for **bald**.) Read the underlined part. Get ready. (Tap the ball.) At. Read the whole word. (Pause.) Get ready. (Stash.) Bald.

c. (Repeat step b until firm.)

d. (Repeat steps b and c for each remaining word in the column.)

e. (Repeat the column until children read all the words in order without making a mistake.)

**people**

**milk**

**ghost**

**laugh**

**New**

**king**

**sheep**

**bald**

**farm**

**about**

**bean**

**small**

**What**

**near**

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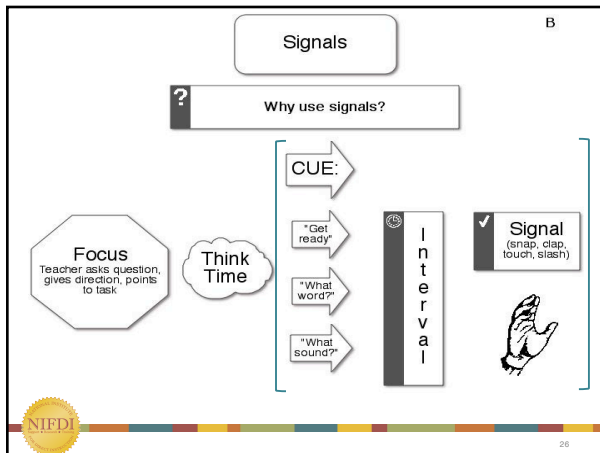
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### Hand drop (Visual) Practice with these questions:

Students look at the teacher, the teacher presentation book or other resource.

- What day is it today? (2 seconds) GR
- What day will it be tomorrow? (2 seconds) GR
- What day was it yesterday? (2 seconds) GR



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### Design of Effectiveness (ensuring that all students learn)

1. Placing students at their performance level
2. Eliciting frequent student responses
- 3. Modeling new skills and concepts**
4. Immediate corrections by the teacher
5. High passing criteria
6. Incremental increase in difficulty & complexity
7. Judicious review
8. Integrating skills and concepts into more complex applications



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## Design of Effectiveness (ensuring that all students learn)

### 3. The instructor models new skills and concepts

- The teacher provides explicit examples of expected performance through a script. “My turn” or “Listen.”
- Students know exactly what they are supposed to do.



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**SOUNDS**  
**EXERCISE 2**  
Introducing the new sound **i** as in **if**

a. (Touch the first ball of the arrow for **i**.) Here's a new sound. My turn to say it. Get ready. (Move quickly to the second ball. Hold.) iii.

b. (Return to the first ball.) My turn again. Get ready. (Move quickly to the second ball. Hold.) iii.

c. (Return to the first ball.) My turn again. Get ready. (Move quickly to the second ball. Hold.) iii.

d. (Return to the first ball.) Your turn. Get ready. (Move quickly to the second ball. Hold.) iii. Yes, iii.

e. (Return to the first ball.) Again. Get ready. (Move quickly to the second ball. Hold.) iii. Yes, iii.

f. (Repeat e until firm.)

g. (Call on individual children to do d.)

h. Good saying iii.

**EXERCISE 3**  
Sounds firm-up

a. (Point to the sounds.) Get ready to tell me all these sounds. Remember, if a sound has a little arrow under it, you have to say it fast. Don't get fooled.

b. (Touch the first ball of the arrow for **i**. Pause one second.) Get ready. (Move quickly to the second ball. Hold.) ii. Yes, iii.

c. (Repeat b for each remaining sound. For **d**, slash to the end of the arrow.)

d. (Repeat b and c until all children are firm on all sounds.)

e. (Call on individual children to say all the sounds.)

f. Good. You said all the sounds.

Signature Reading  
— Grade K

Reading Mastery  
Signature Edition  
(RMSE) Reading -  
Level K, Lesson 34

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## Poll #6: Teacher Model and Student Response

In this demonstration of RMSE Reading, Level K, Lesson 34, ex. 2

- **6a)** How many times did I model the new sound before asking the students to produce the sound by themselves?
- **6b)** How many opportunities did students receive to practice the **new** sound before being asked to discriminate the new sound from **review** sounds?



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**SOUNDS**  
**EXERCISE 2**  
Introducing the new sound **i** as in **if**

a. (Touch the first ball of the arrow for **i**.) Here's a new sound. My turn to say it. Get ready.  
(Move quickly to the second ball. Hold.) **if**.  
b. (Return to the first ball.) My turn again. Get ready. (Move quickly to the second ball. Hold.) **if**.  
c. (Return to the first ball.) My turn again. Get ready. (Move quickly to the second ball. Hold.) **if**.  
d. (Return to the first ball.) Your turn. Get ready. (Move quickly to the second ball. Hold.) **if**. Yes, **if**.  
e. (Return to the first ball.) Again. Get ready. (Move quickly to the second ball. Hold.) **if**. Yes, **if**.  
f. (Repeat e until firm.)  
g. (Call on individual children to do d.)  
h. Good saying **if**.

**EXERCISE 3**  
Sounds firm-up

a. (Point to the sounds.) Get ready to tell me all these sounds. Remember, if a sound has a little arrow under it, you have to say it fast. Don't get fooled.  
b. (Touch the first ball of the arrow for **i**. Pause one second.) Get ready. (Move quickly to the second ball. Hold.) **if**. Yes, **if**.  
c. (Repeat b for each remaining sound. For **d**, slash to the end of the arrow.)  
d. (Repeat b and c until all children are firm on all sounds.)  
e. (Call on individual children to say all the sounds.)  
f. Good. You said all the sounds.

Reading Mastery Signature Edition (RMSE) Reading - Level K, Lesson 34

Signature Reading

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**Design of Effectiveness**

**3. The instructor models new skills and concepts.**

**The benefits:**

- Increases the opportunities for **perfect practice**
- Students show that they know the difference between what was modeled and what was introduced earlier in the program.

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**34**

**SOUNDS**  
**EXERCISE 9**  
Sounds firm-up

a. (Point to the sounds in the columns.) See if you can say all these sounds without making a mistake.  
b. (Touch the first ball of the arrow for **i**. Pause one second.) Get ready. (Move quickly to the second ball. Hold.) **if**. Yes, **if**.  
c. (Repeat b for each remaining sound.)  
d. (Repeat b and c until all children are firm on all sounds.)  
e. (Call on individual children to say all the sounds.)  
f. Good. You said all the sounds.

**SAY THE SOUNDS—SAY IT FAST**  
**EXERCISE 10**  
Children say the word slowly, then say it fast

a. First you're going to say a word slowly without stopping between the sounds. Then you're going to say the word fast.  
b. Listen. (Hold up a finger for each sound.) Say (pause) **mmmmmm**. Get ready. (Hold up a finger for each sound.) **Mmmmm**.  
c. Again. Get ready. (Hold up a finger for each sound.) **Mmmmm**.  
d. Say it fast. (Signal.) **Me, Yes, me.**  
e. Listen. (Hold up a finger for each sound.) Say (pause) **fffeedd**. Get ready. (Hold up a finger for each sound.) **Ffffeedd**.  
f. Again. Get ready. (Hold up a finger for each sound.) **Ffffeedd**.  
g. Say it fast. (Signal.) **Feed, Yes, feed.**  
h. (Repeat b and c until firm.)  
i. (Call on individual children to do b or c.)

Reading Mastery Signature Edition (RMSE) Reading Level K, L. 34, ex. 9

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### Design of Effectiveness (ensuring that all students learn)

1. Placing students at their performance level
2. Eliciting frequent student responses
3. Modeling new skills and concepts
4. **Immediate corrections by the teacher**
5. High passing criteria
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### Design of Effectiveness

4. **Immediate corrections by the teacher**
- **All errors are corrected immediately** so students perform perfect practice **as much as possible**.
  - **Students repeat** material after the correction **with delayed tests** to ensure mastery.
  - **New exercise types** are accompanied by **scripts with initial error correction procedures**, which teachers must commit to memory.



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### RMSE Grade 1 Reading, L. 90

#### READING VOCABULARY

##### EXERCISE 2

Teacher reads the words in red.

a. I'll read each word in red. Then you'll spell each word by letter names.

b. (Touch the ball for **plants**.) My turn. (Slash as you say.) Plants. What word? (Signal.) Plants.

c. (Return to the ball.) Spell by letter names. Get ready. (Tap under each letter as the children say.) P-L-A-N-T-S.

• What word did you spell? (Signal.) Plants.

d. (Repeat steps b and c for each word in red.)

e. Your turn to read all the words in this column.

f. (Touch the ball for **plants**. Pause.) Get ready. (Slash.) Plants.

g. (Repeat step f for each remaining word in the column.)

h. (Repeat steps f and g until firm.)

**To Correct**

word-identification errors (Repeat, for example)

1. That word is **hope**. What word? (Signal.) **Hope**.

2. (Return to the first word in the column and present all words in order.) Starting over.

**plants**

**boss**

**key**

**pane**

**can**

**pan**

**words**

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**To purchase Authentic Direct Instruction Programs in the UK**

**Contact:**

- Emma Chambers
- Account Manager
- Schools UK and NECE
- Direct email: [emma.chambers@mheducation.com](mailto:emma.chambers@mheducation.com)
- General email: [ukschools@mheducation.com](mailto:ukschools@mheducation.com)
- Mobile: +44 (0) 7557 014605




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**Every Child  
Every Teacher  
Succeed Every Day!**

For additional information contact:  
[info@nifdi.org](mailto:info@nifdi.org)

**Thank you for attending!**



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