

## VITA

### Siegfried E. Engelmann

Titles: Professor Emeritus College of Education, University of Oregon, Eugene, OR 97403  
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Eugene, OR 97440. [zig@nifdi.org](mailto:zig@nifdi.org)

Home Address:

Telephone:

Personal Data: Place of Birth: Chicago, Illinois  
Date of Birth: November 26, 1931  
Marital Status: Divorced, four children

Honors, Awards,  
and Education:

2002 Award of Achievement in Education Research  
Council of Scientific Society Presidents

Named one of 54 "most influential people" in the history of Special Ed.  
*Remedial and Special Education*, November/December 2000

1994 Fred Keller Award of Excellence  
American Psychological Association

Honorary Doctorate Degree—1984  
Western Michigan University

B.A., University of Illinois, Urbana; Philosophy,  
College Honors—1955

### **PROFESSIONAL EXPERIENCE**

University of Oregon, Eugene, Oregon  
1974-present  
1970-1974

Professor of Special Education  
Associate Professor of Education

Engelmann-Becker Corporation, Eugene, Oregon  
1970-present

President (Co-founder with Wesley C.  
Becker)

National Institute for Direct Instruction, Eugene, Oregon  
1997-present

Director and Founder

Oregon Research Institute, Eugene, Oregon  
1972-1981

Research Associate

University of Illinois, Urbana	1966-1970	Senior Educational Specialist Institute for Research on Exceptional Children and Bureau of Educational Research
	1966-1968	Senior Educational Specialist Down Syndrome Project Children's Research Center
	1964-1966	Research Associate Institute for Research on Exceptional Children
Ontario Institute for Studies in Education, Toronto, Canada	Summer 1966	Visiting Professor

## **RESEARCH AND GRANT ACTIVITIES**

USDE-OSEP Instruction Leadership Training in Special Education (1985-1994).

This grant provided leadership training for doctoral students in the areas of supervision, instructional design, college teaching, and research.

USOE Follow Through (1969-1984, 1989-1993).

This grant funded the administrative, training, and research activities of the Engelmann-Becker Follow Through model. Originally, the Engelmann-Becker model worked with twenty school districts to implement effective instructional programs in grades 1 through 3. Training and research focused on the specific variables that make a difference in student performance.

USOE-BEH Training Deaf Through a Tactual Vocoder System (1975–1979).  
(Oregon Research Institute)

This research was based on the premise that deaf children can learn to hear through vibratory patterns presented to the skin. Both hearing and deaf subjects were trained.

USOE-OEO Head Start Planned Variation (1969-1972).

The purpose of this grant was to provide a comparison of effectiveness of different "models" of early childhood programs with disadvantaged children. Children in three Engelmann-Becker sites were compared with the children in other models of instruction.

Carnegie Corporation Competence-Based Master's Program (1966-1969).

This grant funded fellowships for a one-year Master's program in the techniques used in the Bereiter-Engelmann program. The grant also covered the salaries of the trainers in the Bereiter-Engelmann program.

USOE Downs Syndrome Project (1966).

The purpose of this grant was to document the extent to which a "total" program (consisting of input from specialists in psychology, special education, speech pathology, recreation, and home care) could accelerate the performance of Downs Syndrome children (ages 3-7).

OEO Upward Bound Program, University of Illinois (1965-1966).

This grant was to establish innovative and effective curricular approaches for poor children who had potential for college. Many of the techniques developed in the work with the 10th through 12th graders were later refined in the DISTAR Programs.

USOE Research on Conservation of Liquid Amount (1965).

The research was designed to challenge the Piaget interpretation of intellectual development of children. The design allowed for a critical evaluation of the kinds of information that children need before they are able to "conserve" liquid amount.

USOE Accelerating Intellectual Development of Young Children (1964-1965).

(Bereiter-Engelmann Program)

This grant served as the initial funding source for the Bereiter-Engelmann Preschool program. The research that was conducted had to do with the amount to which intensive instruction could accelerate the performance of disadvantaged children who were 4-6 years old.

## **BOOKS**

Engelmann, S. & Steely, D. (2003). *Inferred Functions of Performance and Learning*. Mahwah, NJ: Lawrence Erlbaum Associates.

Engelmann, S. (1997). *Preventing Failure in the Primary Grades*. Eugene, OR: ADI Press. (Originally published 1969, Chicago: Science Research Associates)

Adams, G. L., & Engelmann, S. (1996). *Research on Direct Instruction: 25 Years Beyond DISTAR*. Seattle, WA: Educational Achievement Systems.

Engelmann, S. (1992). *War Against the Schools' Academic Child Abuse*. Portland, OR: Halcyon House.

Engelmann, S., & Carnine, D. (1991). *Theory of Instruction: Principles and Applications*. Eugene, OR: ADI Press. (Originally published 1982, New York: Irvington Publishing, Inc.)

Engelmann, S. & Colvin, G. (1983). *Generalized Compliance Training: A Direct Instruction Program for Managing Severe Behavior Problems*. Houston, TX: Pro-Ed Publishing.

Engelmann, S., Haddox, P., & Bruner, E. (1983). *Teach Your Child to Read in 100 Easy Lessons*. New York: Simon & Schuster.

Engelmann, S., & Engelmann, T. (1981). *Give Your Child a Superior Mind*. New York: Simon and Schuster. (Originally published 1966. Published in 17 languages.)

Engelmann, S. (1980). *Direct Instruction, Vol. 22, The Instructional Design Library Series*. Engelwood Cliffs, NJ: Educational Technology Publications.

Becker, W. C., & Engelmann, S. (1976). *Teaching 3: Evaluation of Instruction*. Chicago: Science Research Associates.

- Becker, W. C., Engelmann, S., & Thomas, D. R. (1975). *Teaching 1: Classroom Management*. Chicago: Science Research Associates.
- Becker, W. C., Engelmann, S., & Thomas, D. R. (1975). *Teaching 2: Cognitive Learning and Instruction*. Chicago: Science Research Associates.
- Engelmann, S. (1975). *Your Child Can Succeed*. New York: Simon & Schuster.
- Engelmann, S., Becker, W. C., Carnine, L., Meyers, L., Becker, J., & Johnson, G. (1975). *Management and Skills Manual*. Chicago: Science Research Associates.
- Becker, W. C., Engelmann, S., & Thomas, D. R. (1971). *Teaching: A Course in Applied Psychology*. Chicago: Science Research Associates.
- Engelmann, S. (1969). *Conceptual Learning*. San Rafael, CA: Dimensions Publishing Company.
- Engelmann, S., Osborn, J., & Lundeen, B. (1968). *Learning Language: Concept and Action Stories*. Urbana, IL: University of Illinois Press.
- Engelmann, S., & Bereiter, C. (1966). *Language Learning Activities for the Disadvantaged Child*. New York: Anti-Defamation League of B'nai B'rith.
- Engelmann, S., & Bereiter, C. (1966). *Teaching Disadvantaged Children in the Preschool*. Engelwood Cliffs, NJ: Prentice-Hall, Inc.

## **MONOGRAPHS & CHAPTERS**

- Engelmann, S., & Engelmann, K. E. (2004). Impediments to scaling up effective comprehensive school reform models. In T. K. Glennan, Jr., S. J. Bodilly, J. R. Galegher & K. A. Kerr (Eds.), *Expanding the reach of education reforms: Perspectives from leaders in the scale-up of educational interventions*. Santa Monica, CA: The RAND Corporation.
- Engelmann, S. (1997). Direct instruction. In C. Dills & A. Romiszowski (Eds.), *Instructional Development Paradigms*. Englewood Cliffs, NJ: Educational Technology Publications.
- Engelmann, S. (1997). Theory of mastery and acceleration. In J. W. Lloyd, E. J. Kameenui, & D. Chard (Eds.), *Issues in Educating Students with Disabilities*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Engelmann, S., Carnine, D., & Steely, D. (1992). Making connections in math concepts. In D. Carnine & E. Kameenui (Eds.), *Teaching Higher Order Thinking to All Students*. Austin, TX: Pro-Ed Publishing.
- Carnine, D., & Engelmann, S. (1991). Direct instruction and higher order thinking. In J. Block, T. Guskey, & S. Everson (Eds.), *Choosing Research-Based School Improvement Innovations*. Washington, DC: Association of Supervision and Curriculum Development.

- Engelmann, S. (1990). Teachers, schema, and instruction. In M. Kennedy (Ed.), *Teaching Academic Subjects to Diverse Learners*. East Lansing, MI: Teachers College Press.
- Carnine, D. W., & Engelmann, S. (1984). The direct instruction model. In S. Paine, T. Bellamy & B. Wilcox (Eds.), *Human Services That Work: From Innovation to Standard Practice* (pp. 133–148). Baltimore, MD: Brookes Publishing.
- Becker, W. C., Engelmann, S., Carnine, D. W., & Maggs, A. (1982). Direct instruction technology: Making learning happen. In P. Karoly & J. Steffen (Eds.), *Advances in Child Behavior Analysis and Therapy Vol. 1, Improving Children's Competence* (pp. 151–206). Lexington, MA: D. C. Heath & Company.
- Engelmann, S., Becker, W. C., Carnine, D. W., & Maggs, A. (1982). Improving children's cognition. In P. Karoly & J. Steffen (Eds.), *Advances in Child Behavior Analysis and Therapy Vol. 1, Improving Children's Competence*. Lexington, MA: D. C. Heath & Company.
- Becker, W. C., Engelmann, S., Carnine, D. W., & Rhine, W. R. (1981). The direct instruction model. In W. R. Rhine (Ed.), *Encouraging Change in America's Schools: A Decade of Experimentation* (pp. 95–154). New York: Academic Press.
- Engelmann, S., Becker, W. C., & Carnine, D. W., & Rhine, W. R. (1981). Direct instruction model. In W. R. Rhine (Ed.), *Making Schools More Effective*. New York: Academic Press.
- Becker, W. C., & Engelmann, S. (1978). Analysis of achievement data on six cohorts of low-income children from twenty school districts in the University of Oregon Direct Instruction Follow Through Model. *Technical Report #78-1*. Eugene, OR: University of Oregon Follow Through Project.
- Engelmann, S., & Becker, W. C. (1978). Systems for basic instruction: Theory and applications. In C. Catania & T. Brigham (Eds.), *Handbook of Applied Behavioral Analysis* (pp. 225–377). New York: Wiley.
- Engelmann, S., & Granzin, A. (1977). Principles of unfamiliar learning. Proceedings from the Conference on *Speech-Analyzing Aids for the Deaf*. Washington, DC: Gallaudet College.
- Engelmann, S., & Skillman, L. (1977). Developing a tactual hearing program for deaf children. Proceedings from the Conference on *Speech-Analyzing Aids for the Deaf*. Washington, DC: Gallaudet College.
- Engelmann, S., & Carnine, D. W. (1976). A structural program's effect on the attitudes and achievement of average and above average second graders. In W. C. Becker & S. Engelmann (Eds.), *Technical Report 76-1, Appendix B Formative research studies*. Eugene, OR: University of Oregon Follow Through Project.
- Engelmann, S. (1976) Sequencing cognitive and academic tasks. In R. D. Kneedler and S. G. Tarver (Eds.), *Changing Perspectives in Special Education*. Columbus, OH: Merrill Publishing.

- Engelmann, S. (1974). Accountability. In M. Csapo & B. Poutt (Eds.), *Education for All Children* (pp. 106–120). Vancouver, British Columbia, Canada: British Columbia Federation of the Council for Exceptional Children.
- Engelmann, S. (1971). Does the Piagetian approach imply instruction? In D. R. Green, M. P. Ford, & G. B. Flamer (Eds.), *Measurement and Piaget* (pp. 118–126). Carmel, CA: California Test Bureau.
- Engelmann, S. (1971). The inadequacies of the linguistic approach in teaching situations. *Socio-Linguistics Cross-Disciplinary Perspective* (pp. 141–151). Washington, DC: Center for Applied Linguistics.
- Engelmann, S. (1971). Learning and behavior management and teacher training. In J. G. Morrey (Ed.), *Failure Prevention: A Programming Necessity* (pp. 140–174). Pocatello, ID: Idaho State University.
- Engelmann, S. (1970). The effectiveness of direct verbal instruction on IQ performance and achievement in reading and arithmetic: A national debate. *The Disadvantaged Child, Volume 3*. New York: Bruner-Mazel.
- Engelmann, S. (1970). How to construct effective language programs for the poverty child. In F. Williams (Ed.), *Language and Poverty: Perspectives on a Theme*. Chicago: Markham Publishing Co.
- Engelmann, S. (1967). Cognitive structures related to the principles of conservation. In D. W. Brison and J. Hill (Eds.), *Recent Research on the Acquisition of Conservation of Substance* (pp. 25–51). Toronto, Ontario, Canada: Ontario Institute for Studies in Education.
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- Engelmann, S., & Bereiter, C. (1967). An academically oriented preschool for disadvantaged children: Results from the initial experimental group. In D. W. Brison and W. Sullivan (Eds.), *Psychology and Early Childhood Education* (pp. 17–36). Toronto, Ontario Canada: Ontario Institute for Studies in Education.
- Engelmann, S. (1967). Teaching communication skills to disadvantaged children. In *Education for the Culturally Disadvantaged* (pp. 67–86). Proceedings of the National Conference on Educational Objectives for the Culturally Disadvantaged. Little Rock, AR: South Central Region Educational Laboratory.
- Engelmann, S., Bereiter, C., Osborn, J., & Reidford, P. (1966). An academically oriented preschool for culturally deprived children. In F. M. Hechinger (Ed.), *Preschool Education Today* (pp. 105–136). Garden City, NY: Doubleday & Co.

## ARTICLES

- Engelmann, S., (2002). Response to Allington: Allington leveled serious allegations against direct instruction. *Direct Instruction News*. 2(2), 28–31.
- Engelmann, S., (2001). Wesley Becker, the man. *Journal of Direct Instruction*. 1(1), 27–29.
- Engelmann, S., (2000). About reading: A Comparison of Reading Mastery and Horizons. *Effective School Practices*. 18(3), 15–26.
- Engelmann, S., (1999). Phonemic awareness in Reading Mastery. *Effective School Practices*. 17(3), 43–49.
- Engelmann, S., (1999). Response to “The High/Scope preschool curriculum comparison study through age 23.” *Effective School Practices*. 17(3), 18–23.
- Engelmann, S., (1999). How sound is High/Scope research? *Educational Leadership*. 56(6), 83–84.
- Engelmann, S., (1999). The benefits of direct instruction: Affirmative action for at-risk students. *Educational Leadership*. 57(1), 77–79.
- Becker, W., & Engelmann, S. (1996). Sponsor findings from project Follow Through (1996). *Effective School Practices*. 15(1), 33–42.
- Engelmann, S., Carnine, D., & Steely, D. (1991). Making connections in math concepts. *Journal of Learning Disabilities*. 24(5), 292–303.
- Engelmann, S. (1991). How sensible is your reading program? A closer look at learner verification. *California Journal for Supervision and Curriculum Improvement*. 4(1), 16–22.
- Engelmann, S. (1991). Change schools through revolution, not evolution. *Journal of Behavioral Education*. 1(3).
- Steely, D., Carnine, D., Engelmann, S. (1991). Teaching problem solving in mathematics. *ADI News*. 10(1), 28–38.
- Engelmann, S. (1991). Why I sued California. *ADI News*. 10(2), 4–8.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1991). Technology and teacher enhancement: A videodisc alternative. *Technology in Education*. Alexandria, VA: ASCD.
- Carnine, D., Engelmann, S. (1990). Making connections in third grade mathematics—Connecting math concepts. *ADI News*. 10(1), 17–27.
- Engelmann, S. (1990). Teachers, schema, and instruction. *ADI News*. 9(3), 27–35.
- Williams, P., & Engelmann, S. (1989). Teaching absolute pitch. *ADI News*. 9(1), 23–26.

- Engelmann, S., & Carnine, D. (1989). Supporting teachers and students in math and science education through videodisc courses. *Educational Technology*. August, 46–50.
- Engelmann, S. (1989). A study of 4th-6th grade basal reading series. *ADI News*. 8(4), 17–23.
- Engelmann, S., & Carnine, D. (1989). DI outcomes with middle-class second graders. *ADI News*. 8(2), 2–5.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1989). Developing and validating science education videodiscs. *Journal of Research in Science Teaching*. 26(7), 665–677.
- Engelmann, S. (1988). The logic and facts of effective supervision. *Education and Treatment of Children*. 11(4), 323–340.
- Engelmann, S., et al. (1988). The direct instruction Follow Through model: Design and outcomes. *Education and Treatment of Children*. 11(4), 303–317.
- Engelmann, S. (1988). On observing learning. *ADI News*. 7(4), 3–5.
- Engelmann, S. (1988). Theories, theories, theories: A critique of logic of whole language arguments. *ADI News*. 7(3), 5–6
- Woodward, J., Carnine, D., Gersten, R., Engelmann, S., & Gleason, M. (1987). Graduate training in special education: A focus on instructional leadership. *ADI News*. 7(1), 10–11.
- Carnine, D., Engelmann, S., Kelly, B., & Hofmeister, A. (1987). Videodisc instruction in fractions. *Focus on Learning Problems in Mathematics*. 9(1), 31–52.
- Engelmann, S. (1987). Educational guidelines: Who is kidding whom? *ADI News*. 6(4), 2–3.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1986). Observations from the development and field-testing of an instructional videodisc program. *Journal of Special Education Technology*. 7(3), 42–46.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1986). Videodisc technology: Providing instructional alternatives. *Journal of Special Education Technology*. 7(3), 35–41.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1986). Videodisc technology: Providing instructional alternatives. *Counterpoint*. 7(2), 17–18.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1986). Videodisc technology: Providing the teacher with alternatives. Proceedings in: *National Videodisc Symposium for Education: A National Agenda*. Lincoln, NE: University of Nebraska–Lincoln.
- Hofmeister, A., Engelmann, S. & Carnine, D. (1986). The development and validation of an instructional videodisc program. Proceedings in: *National Videodisc Symposium for Education: A National Agenda*. Lincoln, NE: University of Nebraska–Lincoln.

- Hofmeister, A., Engelmann, S., & Carnine, D. (1985). Videodisc-based courseware for the high school mainstream. *Third Annual Conference Interactive Instruction Delivery in Education, Training, and Job Performance*. Orlando, FL: Society for Applied Learning Technology.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1985). Designing videodisc-based courseware for the high school. Paper presented at the American Educational Research Association, 1985 Annual Meeting, Chicago, IL.
- Engelmann, S., & Meyer, L. A. (1984). Reading comprehension instruction in grades 4, 5, and 6: Program characteristics; teacher perceptions; teacher behaviors; and student performance. Presented at National Institute of Education, Washington, DC. Chicago: Science Research Associates.
- Carnine, D., Engelmann, S., & Hofmeister, A. (1984–1985). Video disk instruction. *ADI News*. 4(2), 2, 3, 5.
- Singer, G., Close, D., Colvin, G., & Engelmann, S. (1983). Direct instruction for severely handicapped learners. *ADI News*. 2(4), 3–4.
- Engelmann, S. (1983). Engelmann compares traditional basals with SRA's new Reading Mastery 3 & 4. *ADI News*. 2(3), 28–31.
- Engelmann, S. (1982). Piaget and instruction. *ADI News*. 2(1), 1, 6.
- Engelmann, S. (1982). Direct instruction outcomes with middle-class second graders. *ADI News*. 1(2), 4–5.
- Engelmann, S. (1982). On observing learning: An essay for the DI teacher. *ADI News*. 1(2), 1, 16.
- Engelmann, S. (1982). A study of 4th–6th grade basal reading series: How much do they teach? *ADI News*. 1(3), 1, 4–5, 19.
- Engelmann, S., & Granzin, A. (1980). Assessing labor cost of objectives. *Directions*.
- Engelmann, S. (1980). Toward the design of faultless instruction: The theoretical basis of concept analysis. *Educational Technology*. 10 (2), 28–36.
- Engelmann, S., & Steely, D. (1980). Implementation of basal reading in grades 4–6: Final report. Chicago: Science Research Associates.
- Williams, P., Engelmann, S., Granzin, A., & Becker, W. C. (1979). Teaching language to the truly naive learner—An analog study using tactual vocoder. *Journal of Special Education Technology*. 2, 5–15.
- Engelmann, S., Granzin, A., & Severson, H. (1979). Diagnosing instruction. *The Journal of Special Education*. 13(4), 355–363.
- Engelmann, S. & Rosov, R. (1975). Tactual hearing experiment with deaf and hearing subjects. *Exceptional Children*. 243–253.

- Engelmann, S. (1974). A video-tape format for greatest control. *Innotech-Instructional Efficiency: A Means for Reducing Formal Classroom Times*. 13–17.
- Engelmann, S. (1968). Relating operant techniques to programming and teaching. *Journal of School Psychology*. 6 89–96.
- Engelmann, S. (1967). Teaching formal operations to preschool children. *Ontario Journal of Educational Research*. 9(3), 193–207.
- Engelmann, S. (1967). The relationship between psychological theory and the act of teaching. *Journal of School Psychology*. 5(2), 93–100.
- Engelmann, S., & Bereiter, C. (1966). Observations on the use of direct instruction with young, disadvantaged children. *Journal of School Psychology*. 4(3) 55–62.
- Engelmann, S. (1966). The structuring of language processes as tool for thought. *N.C.E.A. Bulletin*. 63(1), 459–468.

## **INSTRUCTIONAL PROGRAMS**

### ***PRINT***

#### **Reading**

- Engelmann, S., & Bruner, E. C. (2003). *Reading Mastery Level I* (Classic ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published as *DISTAR Reading I*, 1969, Chicago: Science Research Associates)
- Engelmann, S., & Bruner, E. C. (2003). *Reading Mastery Level II* (Classic ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published as *DISTAR Reading II*, 1969, Chicago: Science Research Associates)
- Engelmann, S., & Bruner, E. C. (2003). *Reading Mastery Levels I/II Fast Cycle* (Classic ed.) (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published as *DISTAR Reading Fast Cycle*, 1969, Chicago: Science Research Associates)
- Engelmann, S., Osborn, J., Bruner, E. C., & Seitz-Davis, K. L. (2002). *Reading Mastery Plus: Level K* (Teacher's Presentation Books, Student Material, Teacher's Guide). Chicago, IL: SRA/McGraw-Hill.
- Engelmann, S., Bruner, E. C., Osborn, J., & Seitz-Davis, K. L. (2002). *Reading Mastery Plus: Level 1* (Teacher's Presentation Books, Student Material, Teacher's Guide). Chicago, IL: SRA/McGraw-Hill.
- Engelmann, S., Bruner, E. C., Engelmann, O., Seitz-Davis, K. L., & Arbogast, A., (2002). *Reading Mastery Plus: Level 2* (Teacher's Presentation Books, Student Material, Teacher's Guide). Chicago, IL: SRA/McGraw-Hill.
- Engelmann, S., & Hanner, S. (2002). *Reading Mastery Plus: Level 3* (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published as *DISTAR Reading III*, 1969, Chicago: Science Research Associates)
- Engelmann, S., & Hanner, S. (2002). *Reading Mastery Plus: Level 4* (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1983)

- Engelmann, S., Osborn, J., Osborn, S., & Zoref, L. (2002). *Reading Mastery Plus: Level 5* (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1984)
- Engelmann, S., Osborn, J., Osborn, S., & Zoref, L. (2002). *Reading Mastery Plus: Level 6* (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1984)
- Engelmann, S., Engelmann, O., & Seitz-Davis, K. L. (2000). *Journeys: Level K* (Teacher's Presentation Books, Student Material, Teacher Guide). Columbus, OH: SRA/McGraw-Hill.

- Engelmann, S., Engelmann, O., Seitz-Davis, K. L. (2000). *Journeys: Level 1* (Teacher's Presentation Books, Student Material, Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., Engelmann, O., Seitz-Davis, K. L., & Arbogast, A., (2000). *Journeys: Level 2* (Teacher's Presentation Books, Student Material, Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., & Hanner, S. (2000). *Journeys: Level 3* (Teacher's Presentation Books, Student Material, Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., Engelmann, O., & Seitz-Davis, K. L. (2000). *Horizons: Level B* (Teacher's Presentation Book, Student Material, Literature Guide, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., Engelmann, O., & Seitz-Davis, K. L. (1998). *Horizons: Level A* (Teacher's Presentation Book, Student Material, Literature Guide, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., Hanner, S. (1998). *Horizons: Fast Track C-D* (Teacher's Presentation Book, Student Material, Literature Guide, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., Engelmann, O., & Seitz-Davis, K. L. (1997). *Horizons: Fast Track A-B* (Teacher's Presentation Book, Student Material, Literature Guide, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
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### **Corrective Reading**

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- Engelmann, S., Osborn, S., & Hanner, S. (1998). *Corrective Reading: Comprehension B1 and B2* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1978 as *Comprehension B*)
- Engelmann, S., Hanner, S., & Haddox, P. (1998). *Corrective Reading: Comprehension C* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1980)
- Engelmann, S., Johnson, G., & Carnine, L. (1998). *Corrective Reading: Decoding A* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1978)
- Engelmann, S., Meyer, L., Carnine, L., Becker, W., Eisele, J., Johnson, G. (1998). *Corrective Reading: Decoding B1* (Teacher's Presentation Book, Student

Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.  
(Originally published 1978)

Engelmann, S., Meyer, L., Carnine, L., Becker, W., Eisele, J., Johnson, G. (1998).  
*Corrective Reading: Decoding B2* (Teacher's Presentation Book, Student  
Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.  
(Originally published 1978)

Engelmann, S., Meyer, L., Johnson, G., & Carnine, L. (1998). *Corrective Reading:  
Decoding C* (Teacher's Presentation Book, Student Material, and Teacher's  
Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1978)

Engelmann, S., Becker, W. C., Carnine, L., Meyers, L., Becker, J. & Johnson, G.  
(1975). *Corrective Reading Program*. Chicago: Science Research  
Associates.

## Spelling

Dixon, R., & Engelmann, S. (1979). *Spelling Through Morphographs*. Columbus,  
OH: SRA/McGraw-Hill. (Originally published 1976)

Dixon, R., & Engelmann, S., & Meier, M. (1998). *Spelling Mastery A* (Teacher's  
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