

Direct Instruction

AD²I Effective School Practices

NEWS

JERRY SILBERT, Guest Editor

Implementation: Insights and Realities

Since the early 1960s when Zig Engelmann and his colleagues developed the first Direct Instruction programs, it's been clear that Zig was way ahead of the mainstream of education thought. When Zig first developed *Reading Mastery*, he included significant work on phonemic awareness. It has taken the reading world almost three decades to realize the importance of phonemic awareness. When Zig and Wes Becker developed the Direct Instruction Model to be part of the Follow Through Project, they constructed an implementation model that relied heavily on the use of screening assessments, progress-monitoring assessments, and using the data from these assessments to constantly make adjustments in instruction. They also recognized the importance of on-going professional development that not only included inservice sessions, but also on-going support for the teacher in the classroom from a coach who could help the teacher in delivering instruction effectively.

Being so far ahead of the education field has resulted in many frustrations as Zig and his colleagues have worked over the years to implement a model which they had seen first hand to be a powerful solution to an epidemic of academic failure which did and unfortunately continues to afflict so many of our children, particularly the most educationally vulnerable.

In this issue, a number of pieces focused on implementation appear:

Zig wrote a piece entitled "Developer's Guidelines" in which he presents the basic elements that need to be in place in order to transform a lower-performing school into a much higher-performing school.

Don Crawford and Randi Saulter submitted an article entitled "Beyond Buying the Books: What the Teacher's Guide Doesn't Tell You About Schoolwide Implementation of DI." Don and Randi are both working as directors in DI schools serving many high needs kids. They present a number of observations from the front lines.

Jerry Silbert wrote an article entitled, "Using Direct Instruction Programs as Intervention Programs in Grades K-3." This article is about the use of Direct Instruction as an intervention program in schools that are using a core (basal) reading program that does not meet the instructional needs of their at-risk children. While Jerry has been a strong advocate for schoolwide use of Direct Instruction with all children in a school, he recognized that because of the widespread use of early reading assessments such as DIBELS and the increased accountability brought on by NCLB, an increasing number of schools are considering the use of Direct Instruction programs to meet the needs of their children who are at risk for failure or who are already behind. The purpose of his article is to communicate important points about using Direct Instruction programs so that children will receive the instruction necessary to bring

them to and maintain them at grade level performance.

An in-depth implementation checklist compiled by Ed Schaefer also

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Direct Instruction News

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Contribute to DI News:

DI News provides practitioners, ADI members, the DI community, and those new to DI, with stories of successful implementations of DI, reports of ADI awards, tips regarding the effective delivery of DI, articles focused on particular types of instruction, reprints of articles on timely topics, and position papers that address current issues. *The News'* focus is to provide newsworthy events that help us reach the goals of teaching children more effectively and efficiently and communicating that a powerful technology for teaching exists but is not being utilized in most American schools. Readers are invited to contribute personal accounts of success as well as relevant topics deemed useful to the DI community. General areas of submission follow:

From the field: Submit letters describing your thrills and frustrations, problems and successes, and so on. A number of experts are available who may be able to offer helpful solutions and recommendations to persons seeking advice.

News: Report news of interest to ADI's members.

Success stories: Send your stories about successful instruction. These can be short, anecdotal pieces.

Perspectives: Submit critiques and perspective essays about a theme of current interest, such as: school restructuring, the ungraded classroom, cooperative learning, site-based management, learning styles, heterogeneous grouping, Regular Ed Initiative and the law, and so on.

Book notes: Review a book of interest to members.

New products: Descriptions of new products that are available are welcome. Send the description with a sample of the product or a research report validating its effectiveness. Space will be given only to products that have been field-tested and empirically validated.

Tips for teachers: Practical, short products that a teacher can copy and use immediately. This might be advice for solving a specific but pervasive problem, a data-keeping form, a single format that would successfully teach something meaningful and impress teachers with the effectiveness and cleverness of Direct Instruction.

Submission Format: Send an electronic copy with a hard copy of the manuscript. Indicate the name of the word-processing program you use. Save drawings and figures in separate files. Include an address and email address for each author.

Illustrations and Figures: Please send drawings or figures in a camera-ready form, even though you may also include them in electronic form.

Completed manuscripts should be sent to:

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P.O. Box 10252
Eugene, OR 97440

Acknowledgement of receipt of the manuscript will be sent by email. Articles are initially screened by the editors for placement in the correct ADI publication. If appropriate, the article will be sent out for review by peers in the field. These reviewers may recommend acceptance as is, revision without further review, revision with a subsequent review, or rejection. The author is usually notified about the status of the article within a 6- to 8-week period. If the article is published, the author will receive five complimentary copies of the issue in which his or her article appears.

Implementation...continued from page 1

appears in this issue. The checklist contains six sections: Placement and Grouping of Students, Materials and Supplies, Scheduling Instruction, Staff Development, Behavior Management, and Quality Assurance. Each section contains a number of elements to be considered in creating an effective implementation.

Adrienne Allen, one of the most experienced DI consultants, put together a

list of tasks that principals should expect DI consultants to do when visiting schools.

In addition to the articles on implementation, there are descriptions of two recently released Direct Instruction programs, *Language for Writing*, which is an updated version of the original *DISTAR Language III*, and a brief overview of a new version of the Direct Instruction Reading text. A description of the newly revised *Expressive Writing* series is also given in this issue.

Two additional pieces are included. One is a brief description of a very important, but often overlooked, study that reports the importance of at-risk children having a well managed and effective first-grade classroom. The other piece is an excerpt from a speech given by Zig Engelmann. The excerpt communicates Zig's overriding sense of responsibility for creating instructional programs that can bring success to all children. *ADI*

Where No One Is Left Behind

It's one thing to say "No Child Left Behind," it's another to mean it.

With 50% of its students once performing below grade level, Chipman Middle School in Alameda held a comfortable spot on California's list of low-performing schools. It would have been easy to stay there, too, had the school's educators decided not to make a change and give their students an actual chance.

But they did—and on Thursday, first lady Laura Bush paid a visit to Chipman with the goal of making it a national model for schools with at-risk students.

That's a far cry from 4 years ago when Chipman teachers were sent to research programs to address their students' severe reading deficit.

The team chose to implement the state-adopted *REACH* method of teaching, an intensive intervention program for Grades 4 through 8 for students reading below grade level.

The teachers also agreed to launch a three-tiered core program, which

involved identifying "benchmark" students, that is, those who read at grade level, "strategic" students, who read 1 to 2 years below grade level, and "intensive" students, who read more than 2 years below grade level.

The model is based on enabling students reading below grade level to make 2 years' progress in 1 year's time by teaching an extended intervention class on comprehension, writing, spelling, and "decoding," which is learning how to say the words aloud and comprehending their meaning.

It was an ambitious goal—and a refreshing one, given that many schools with at-risk students cite budget woes, bigger class sizes, and lack of quality teachers as excuses for not implementing more rigorous programs. It's always easier to blame outside forces rather than take them on.

"But not only have we implemented this program," says Principal Laurie McLachlan-Fry, "we've restructured the entire school around it. We've made it even more intensive."

Since implementing all three levels of the program in 2002, state scores for Chipman have gone up. In addition, under the *REACH* program, reading and writing skills have gone up 8% for African-American students and 9% for Hispanics. Schoolwide, there has been a 7% improvement.

Now, Laura Bush, building on the president's No Child Left Behind Act, cited Chipman's success in visiting the East Bay school Thursday. "I'm so glad you're in a school that pays attention to reading, because if you can read, you can do every subject," she told the students.

"Mrs. Bush is going across America and highlighting programs that have worked, that have a record of success. Chipman has shown this success," said Susan Whitson, press secretary for the first lady.

Not that it's been easy. Katherine Crawford, who has been a teacher at Chipman for 9 years and is now teaching the core program, said the sessions are "draining" and the work is

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Alameda, California

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Arkansas School for the Blind
Little Rock, Arkansas

Baltimore Curriculum Project Inc.
Baltimore, Maryland

The Barclay School #54
Baltimore, Maryland

Bend Elementary School District
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Alameda, California

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**Covington Independent
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Houston Middle School
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Sussex, Virginia

Tuttle Elementary School
Sarasota, Florida

Wasilla Middle School
Wasilla, Alaska

Wildwood Academy
Oakville, Ontario, Canada

Wood Middle School
Alameda, California

“nonstop,” but that nothing has been more rewarding.

“They keep improving and we keep pushing,” she said.

And that’s the difference.

Teachers at this school care. And in a climate where low-performing schools are seen as the black eye of our educa-

tional system, it’s refreshing to know that at one school, teachers remain tireless in their efforts and merciless in their demands for a better education for all students.

Making Chipman Middle School a national model is great. But let’s not stop at home. Right next door, Oakland high schools have been described

as “dropout factories” by a recent study of California schools.

Let Chipman be a model for them, and maybe Oakland, too, will lose its comfortable spot on the list of the low-performing schools.

It might just give the first lady another reason to come back. *ADI*

BRYAN WICKMAN, Executive Director, Association for Direct Instruction

ADI News

In October of last year my wife was telling a friend of ours about what I do for a living and how we had taught our kids to read using *Teach Your Child to Read in 100 Easy Lessons*. (Actually, Owen Engelmann got us started with our son and then I picked up and finished the program.) Bolstered by this success I used the program with our daughter a few years later. As luck would have it my wife volunteered me to get our friend’s son Gage (a charming five-year-old) started on the path to being a reader.

After putting it off for quite a while I set a time to go to his house on my lunch hour. Our first lesson went well (from my perspective), and I left happy and confident that this was going to be a breeze. Just 100 easy lessons and we would have another reader in the world. Later in the evening I called Gage’s mom and asked if he had much to say about the lesson. She said, “Well, Gage likes you a lot, but he was pretty disappointed that he didn’t learn to read.”

The next day we had a brief talk about how long it would take to become a reader and that if he worked as hard as I was willing to work, we could get through it.

As time passed Gage taught me a lot about how blank of a slate kids are and what kind of responsibility a teacher has. About Lesson 55 when he decided that the word *of* (which he had read at least 250 times) is actually *said* I began to wonder if this wasn’t a huge mistake, or worse, a very bad joke on me.

I have the good fortune to work in the same building as the program author, Zig Engelmann. From time to time we get together to go over current events or just make bad jokes, and I told him about my student. Over the next several weeks Zig gave me advice, encouragement, and somewhat of a sympathetic ear.

Gage is now on Lesson 76 and I am relatively confident that he will be a successful reader. He still stumbles a bit and scares the heck out of me when he does endearing things like say the word “mom” when the word is “mother,” but overall, he is doing well.

My point? Several. Teaching isn’t easy. Teachers must have huge dedication to their students. You need training and monitoring before you become an expert. And lastly I am thankful that these programs exist so we all have access to the tools that will make us and kids in the world successful. *ADI*

Fall 2005 Direct Instruction Training Opportunities

The Association for Direct Instruction is pleased to announce the following intensive DI training conferences. These events will provide comprehensive training presented by some of the most skilled trainers in education. Plan now to attend one of these professional development conferences.

Save these dates:

Direct Instruction Mentoring: Training Peer Coaches

Presented by Debbie Jackson and Carolyn Schneider

- October 17 & 18
Atlanta, Georgia
- October 20 & 21
Dallas, Texas
- October 31 & November 1
Columbus, Ohio
- November 14 & 15
Milwaukee, Wisconsin

Second Montana DI Conference

- October 28 & 29
Fairmont Hot Springs, Montana



Let's Hear It for Lower Level Thinking

There are some phrases I don't care much for: higher level thinking, problem solving, critical thinking—that type of phrase. I don't know what they mean. In fact, I don't know if they mean anything at all. For a phrase to have meaning, wouldn't it have to have a *referent* that, say, about seven or more people, chosen at random, could agree upon?

When I come upon one of these phrases, I have to infer its meaning because there doesn't seem to be any widespread, agreed upon meaning that I could look up. For example, an editorial in my local newspaper recently referred to Washington State's test, the WASL, pronounced like the word for an inebriated song fest, as a good test, in that it assesses “problem solving and critical thinking.” That struck me as redundant. What's the difference between the two? I think it's a rhetorical trick, using two of these phrases at the same time, making it seem as if the test (in this case) is twice as good as one that assesses *only* problem solving *or* critical thinking. If neither phrase means anything at all, which is the inference I sometimes have to make, then two times zero is still zero. But rhetoric isn't math.

I've looked at all the public release items for the WASL, at different grade levels and for different subject areas, since there have been public release items, and so far, I haven't seen anything that I'd call “critical thinking.” I have seen some problem solving, primarily in the math test, where there are some math problems. Ironically, the editorial also applauded the WASL because it's important for high school graduates to know how to balance a

checkbook. This is ironic because I've never seen a single public release math item that would indicate one's ability to do the relatively straightforward addition and subtraction of decimals to the hundredths place. It's possible that the Superintendent of Public Instruction's office has allowed our newspaper editors to peek at items that haven't been released to the public, but I have some doubts about that.

The WASL *does* have items that are very difficult. They're difficult mostly because students have to do a great deal of writing in content areas other than writing. They're difficult, too, because in math, for example, students are required to draw pictures and do a lot of writing, in order to explain the *process* they used to solve a problem. With respect to processes, we're back to the irony of claiming that tasks are authentic, then having students do something they'll never be required to do in “real life.” Finally, many items—especially math items—are difficult because no one effectively teaches students how to do them. Yes, everyone wastes countless hours having students do “WASL-like” practice items, but that, of course, isn't teaching.

I'm just inferring, but I think the newspaper editors equate “high standards” with “things that are difficult to do,” irrespective of *why* something is difficult to do. It seems that if something inherently challenging is taught very well, so that it is no longer difficult to do, then that thing automatically loses its prestige as “critical thinking” and the like. I make that inference not just from the newspaper, but from my daughter's math book as well.

Just about every assignment in the book ends with one problem labeled, “Critical Thinking.” Each of them is a type of brain teaser of one sort or another. One thing they all have in common is that there is absolutely no instruction whatsoever tied to any of the problems. My inference is that the authors of the book believe that critical thinking means doing complex brain teasers that one hasn't been taught how to do. That does, in fact, make the problems *difficult*, and, therefore, admirable in the eyes of whomever is writing editorials for my local paper. It isn't too big of a leap for me to assume that if you effectively teach students how to do a certain type of problem, then that type of problem is no longer difficult (because students can do them with relative ease) and is no longer “higher order” in any sense.

Consider the following problem, typical of the “critical thinking” in my daughter's math book:

Three people picked 65 apples altogether. At the first tree they each picked the same number of apples. At the second tree they each picked 3 times as many as they picked at the first tree. When they finished at the third tree, the group had 5 times as many apples as they had when they started at that tree. At the fourth tree the group picked just 5 apples.

How many apples did each person pick at the first tree?

On an authenticity scale of 1 to 10, this problem is about a minus six. But never mind that. When I first saw my daughter bringing home these problems, it was before she had any algebra. She found the problem difficult for the same reason many people would find it difficult: no one had taught her how to do it, with or without algebra.

Let's start "without algebra." I'm sure there must be some kids out there who have never done a problem like this, but figure it out anyway. Some might say such a student is a critical thinker. Maybe. With a pencil and paper, and uncommon motivation to solve puzzles, and probably some facility with solving other types of puzzles, someone could figure this out. To be honest, I liked these types of puzzles when I was a kid, but I was a nerd.

Assuming that some kids can figure this out without prior experience or instruction, the question arises: so what? What about the huge percentage of kids who are given the problem and can't solve it on their own? What's "wrong" with all those kids who can't solve the problem? Nothing. What's "wrong" in this situation is that a teacher would assign a problem to kids that most of the kids can't possibly solve, and classify the problem as something lofty, like "critical thinking," justifying it on the basis that some kid, somewhere, can figure it out without instruction.

Like many other types of puzzles, this one is somewhat counterintuitive. You solve the problem by working backward. A "work backward" strategy is teachable. Subtract the 5 apples from the fourth tree and you have 60 apples, and one fewer tree to worry about. Looking at where we're at after the third tree, we know that 5 times *something* is 60. This already looks a little like algebra, but we can solve this step through a process of elimination: 5 times 1 is 5, 5 times 2 is 10, 5 times 3 is 15, etc., up until we reach 5 times 12 is 60. So they had 12 apples when they (a) finished the second tree or (b) before they started the third—same difference. The way this problem is written, 12 is the total of the first and second trees. Twelve divided by 3 is obviously 4, and they all picked the same number of apples from those first two trees, so we can break down the 4 apples each into 1 apple from the first tree (3 total) and 3 from the second (9, and the first 3, equals 12).

I can think of a harder way of doing this, speaking of "process of elimination," but a way that coincidentally works well with this particular problem. Just assume that each person picks 1 apple from the first tree. Then work the problem from there. Fortunately, this guessing approach works well here. If it hadn't, then we could assume that each picked two, and so on, until we followed all the terms of the problem and ended up with 65.

After these two explanations, this problem and others like it are no doubt just as unintelligible as they were—to people who don't know how

What's "wrong" in this situation is that a teacher would assign a problem to kids that most of the kids can't possibly solve, and classify the problem as something lofty, like "critical thinking," justifying it on the basis that some kid, somewhere, can figure it out without instruction.

to do them—*before* the explanations. It's almost too obvious to say, but explaining isn't teaching. In this case, it is nowhere close to teaching. The explanations make sense to *me* (because I wrote them), and maybe to people who can do these problems in their sleep—maybe.

Personally, I prefer using algebra. They each picked x apples from the first tree, $3x$ from the second, and five times $x + 3x$ —five times $4x$ which equals $20x$. And then there were five extra apples: $20x + 5 = 65$.

$$20x = 60$$
$$x = 3$$

Each of three people picked one apple from the first tree.

The algebra can be taught effectively. In fact, I wholly subscribe to Zig Engelmann's assertion that we can teach just about anything to anyone. I've already revealed my feelings toward the apple problem with respect to *authenticity*, but it strikes me as a reasonable problem on the road to learning algebra. Students can be taught to *read* a peculiar form of text, that in which "comprehension" is tested by one's ability to convert the words to mathematics equations. With words like "how many" or "the same number" when we don't know what that number is, we can teach students to write a letter x or an empty box or just about any symbol at all. Hopefully, we can teach that "3 times" means "3 times," as in "multiply" the thing we don't know "times three." We can teach that words such as "altogether" or "in all" have something to do with a total. We can even teach the somewhat inference that if there are three people and together they picked three apples originally, then each one of the three must have picked one apple.

As algebra goes, this problem is near the lower end of difficulty. Yes, we'd have to teach the algebra, but to teach "word problems," we'd also have to overtly teach this interesting but singular form of reading comprehension. We can do that, and should. The result, however, isn't very sexy: kids would be able to solve such problems with ease, and because not enough sweat and suffering would be involved, the problems would no longer be "critical thinking" problems, but would become something "lower." The new challenge would then be to find something else that kids haven't been taught, and use *that* as the test of the high, critical, problem-solving type of thought. The new challenge, however, isn't quite as challenging as the original one. *ADI*

Achieving a Full-School, Full-Immersion Implementation of Direct Instruction

There is a **formula** for consistently transforming a lower-performing school into a much higher-performing school. Here's the formula: **Do what it takes to be accountable for maximum acceleration in the performance of all students.**

For a school to achieve this transformation, it will adopt new priorities, drop many of its current practices, change many details of the classroom interactions, build an infrastructure that works and can be maintained, and generally redefine its role so that the school serves as an advocate for the academic performance of the students. If the formula is followed, the result would be that every teacher in the school and the principal would be able to look every parent in the eye and say with honesty, "We've not only given your child our best shot; we have provided the best instruction possible."

Acceleration:

The formula refers to *acceleration*. Exactly what does that mean? Acceleration is simply teaching more in less time. There are different things that have to be in place if the school is to consistently accelerate students.

1. *To achieve acceleration, the school must have a master instructional plan that encompasses all teachers in all grades.* The instructional program must be coordinated from grade to grade, so that what occurs at one grade is coordinated with what goes on in the next grade. The acceleration would be stifled if some teachers followed a program that does not fit well into what students learned in earlier grades and

what they are expected to do in the next grade.

2. *Acceleration requires an instructional program that efficiently teaches what the students need for future applications.* Careful attention must be given to the time-effectiveness of instructional details. Within each subject, there are procedures that teach things faster and those that teach things more slowly. The faster procedures have to do with the rate at which the program introduces new things, the amount of additional practice the program provides for everything that is taught, and the way in which those things that are taught are applied. It teaches everything the students need, and nothing they don't need. It provides for rapid practice, many responses in a short period of time, continual, cumulative review of content, lots of applications of what is taught, and applications that don't require a lot of time and that are efficient. To meet this requirement, the school needs instructional programs that are effective—that work with the full range of students in the school, that provide for the initial teaching, the review, the applications, and that do so in a time-efficient way. If the program is able to teach in 10 minutes what another program is able to teach in 15, the program has the potential to accelerate student performance by 33%.
3. *Acceleration is facilitated if each instructional group is organized homogeneously so that communication between teacher and student is very clear and productive.* If the students don't understand what the teacher says the amount that is

taught is reduced. The communication is not clear. If the students have already been taught what the teacher is presenting, the teacher is communicating clearly, but not productively. During the time that the teacher presents, the students could have been taught things they weren't taught before. Because the goal is to accelerate performance of all students, all should be grouped in a context that permits the teaching to be referenced to their needs. In other words, students must be homogeneously grouped for instruction. Then the mistakes that one student makes are like the mistakes that others make, and the amount of practice that one student needs is similar to the amount needed by the other students.

4. *To maximize acceleration, students must be appropriately placed in the instructional sequence.* The appropriate place is where students tend to experience most of what is being presented as easy and sensible. The appropriate place is not at the edge of knowledge. This placement is unrealistic because it implies moving through the material so fast that the students are always on the edge of not understanding it. The appropriate place in the sequence is where students tend to make some mistakes but not too many, and where they are able to complete lessons at close to 100% mastery. If a lesson is completed in a specified period of time and the students show that they have complete mastery of the material covered in the lesson, the students are placed properly. If they always know the material before it is presented, they should be moved forward in the program. If they stay at a place where the work is too easy for them, they will not tend to learn strategies for mastering new material. Also, they will not be accelerated as rapidly as they should be if the school is to achieve its goal of accelerating the

performance of **all students**. If other students make too many mistakes, they should move back. In other words, the placement of the students is an ongoing process, and it is always referenced to the performance of the students. Also, if they are assigned homework, they should be able to perform perfectly if they are placed properly. So they receive practice outside of the classroom, and that practice is not punishing, but effectively reinforces what they have learned.

5. *Acceleration requires schedules to be designed so they provide adequate daily practice in various subjects.* Acceleration is possible only if students spend sufficient amounts of time on task. The at-risk student has a deficit of thousands of exposures on various language-related and thinking-related activities. If that difference is to be made up, adequate time must be available. If the school teaches students 40 things each day as opposed to 30 things each day, the school accelerates the daily performance of the students. If the school does not have a schedule that permits the teaching of 40 things per day, the daily acceleration will not occur. Therefore, the schools must have schedules that are smart in that they use time efficiently, and subjects of highest priority receive sufficient time and those of lower priority have less time.

Acceleration also demands a schedule that provides enough time for all instructional groups and that is coordinated from one classroom to another so that flexible grouping is possible for every student in every subject. A student may be in the top group in reading, but may be only a middle-group performer in math. If all the classrooms on a grade level teach math at the same time, the student may be placed appropriately. If the classrooms teach reading at the same time, the student may be placed appropriately. A good schedule doesn't merely provide

enough time for the teaching of each subject. It provides the coordination that is needed for the appropriate placement of all students.

6. *Acceleration assumes that students are taught to mastery.* Mastery is magic if it is used properly. For any material introduced to be useful to the student, it must be mastered. The student must know what it is and how to use it. If the student receives a lot of practice in learning new things to mastery, the student will develop techniques for learning new material that are efficient. The student's new-learning performance

A good schedule doesn't merely provide enough time for the teaching of each subject. It provides the coordination that is needed for the appropriate placement of all students.

will be accelerated. Also, the more students master, the easier it is to teach new concepts of any kind because the students have a broader base of understanding. Therefore, the lines of access between teacher and students are broader. Second graders who read and perform in language at the fourth-grade level are much easier to teach than second graders who perform at the second-grade level. The faster students are accelerated in learning how to learn and learning how to use what they have learned, the greater the potential for future acceleration. Also, students who are accelerated in mastery are easier to teach, which means that the teacher doesn't have to work as hard or monitor as many details of their performance.

7. *Acceleration requires a system for motivating students and making*

schoolwork very important to them. Part of the acceleration involves using practices that motivate students, that make them concerned about their performance in school, and that provide them with a self-image of a successful learner who can succeed in academic pursuits. Part of the acceleration occurs through instruction in which students learn that they do succeed and are therefore smart. Acceleration is greatly increased if students are motivated to learn and perform well. Teachers must be trained to tell students what they expect them to achieve and how to respond positively to their performance. Teachers must let students know the rules that enable a group to work hard and reach its goal. The broad rules include students working as a team and thinking about what they have learned even when not in school. If students think about what they are learning and apply what they learn outside of the classroom, they will learn more during a given period of time.

Both Acceleration and Accountability:

1. *A critical feature of both acceleration and accountability is identifying and solving problems in a timely manner so that students fully realize their potential.* Because time is so important for achieving acceleration, schools must be accountable for identifying and solving problems quickly. We can't wait until next year to solve problems that students are encountering this year. In fact, if we are committed advocates, we can't wait until next month to solve problems that seriously jeopardize what students are learning. The range of problems extends from those that one student in one classroom is experiencing, to those that may affect the entire school. Although there is more than one category of problems, the ones that require attention are those that are either resulting in less-than-adequate

progress from students or those that will certainly result in less-than-adequate progress unless they are solved or obviated now. If teachers are not teaching certain math or reading skills in a way that students will use them later, there may be no apparent problem with student performance observed now. However, the problem will be very apparent when the students reach the point of the program that calls for the application of the procedure that is not being taught properly. Therefore, the problem must be identified and solved now or the students will progress not only at a less than-adequate rate, but at a rate that hampers acceleration.

2. *To be accountable for identifying and solving problems that prevent acceleration of student performance, the system must have data—both on the performance of every student and on the performance of every teacher.* The data should be

designed so that it is possible to see whether our expectations of student performance are realized, and if not, why not. Data in the form of records of progress through the program and data on how the students perform on in-program tests alert us to a large range of possible problems.

The progress that students in a particular instructional group make is referenced to a projection about the lesson progress the group is expected to make if all the instructional and motivational details are in place. The lesson-progress performance is confirmed by the students' performance on in-program tests. If students do not pass in-program tests, there may be a problem with the way the teacher is presenting the material or the way the students' behavior is checked. The data, in other words, let us know what kind of additional data we need. We need observational data on what is happening in particular classrooms

during particular periods. We need to know if the teacher is using the scheduled time to teach the subject, presenting in a way that is clear to the students, correcting mistakes, reinforcing students who perform well, and holding students to a high level of expected performance.

Teachers who have and use data on student performance and its relationship to the teaching that has been provided are able to identify problems and solve them more readily than teachers who do not have such data. For this reason, it is important to teach teachers something about how to use "process data" to adjust what and how they are teaching, how the students are grouped and placed, and how fast they are moving through the instructional sequence. Process data is a record of specifically what the teacher did and specifically how the students responded and which students did not respond correctly. The record shows the rate at which material was pre-



W. C. Cupe Community School

1132 Windsor Avenue
Columbus, Ohio 43211
(614) 294-3020
(614) 299-3680

DI COACH NEEDED: We have an opening for a full-time DI coach at W. C. Cupe Community School, which is entering its 5th year of implementation as an all DI charter school. We have over 250 students, nearly 100% African American in Grades K–5 in inner-city Columbus, Ohio. The coach will work closely with and report to the director, Don Crawford. Our organization is growing so that there will be additional schools and opportunities for advancement for an energetic, intelligent, and dedicated professional. Coaching experience is a plus, and training at a DI conference is critical. The key requirements are great DI skills and an interest and willingness to help pass those skills along to colleagues in a helpful, supportive manner. Interested individuals should send resumes to Director either by e-mail, dcrawford@wccupe.com, or directly to the school address: W. C. Cupe School, 1132 Windsor Ave, Columbus, OH 43211. Position will remain open until a qualified applicant is found.

"Where we make a world of difference"

sented, and it shows the percentage of students who did not need corrections. The combination of this information gives the teacher a precise map evaluation of the teaching and a precise indication of at least certain details of the teaching that must change to solve the performance problem.

The bottom line for the use of all data is that it has a function. We must identify problems before we can design effective remedies. The better we are identifying problems, the more quickly and precisely we identify and carry out the remedies. The data provide us with the information needed to identify and solve problems. When all problems in the school are solved, the school is outstanding in all aspects of accelerating performance.

Accountability:

The formula that the totally responsive school adopts refers to accountability. Accountability is something like the flip side of acceleration—accountability encompasses the responsibilities necessary to achieve the acceleration goals. Acceleration cannot be achieved unless the system that causes the acceleration is carefully laid in place and maintained.

1. *Accountability begins with the participation of the entire school staff—no exceptions.* If this union does not occur, then it is difficult to say who is responsible for what, or how the efforts of one individual are to be related to those of another. For instance, if a second grade has mastery instruction in some classrooms, but not all, some third-grade teachers are going to receive students who are at an accelerated level; others will receive students who had not been accelerated in the second grade, or who had not learned the skills they will be required to use in the third grade. This arrangement won't work. Ultimately it will cause the entire school to slip to the point of being mediocre. If all teachers work

together, not necessarily as a team, but as a coordinated unit, then it is possible to have clear expectations for the acceleration of all students.

2. *The next facet of accountability is that of maximizing the teaching potential of the school.* Training is implied. We can't assume that all the teachers know what they should do to be effective. We therefore need some procedures that maximize the potential of these teachers. The training should be thorough enough so that teachers acquire the skills they need. It should meet the same requirements that we hold for the teaching of students. The teachers must achieve mastery in using effective techniques for presenting the material,

The data provide us with the information needed to identify and solve problems.

for correcting mistakes, for motivating the students, and for assuring that students apply everything they have learned to projects and to independent work. The amount of training that is necessary is the amount that is needed in a particular instance to train all the teachers so they are able to teach all of their students effectively. For some teachers, the training will be much more elaborate and precise than it is for others. But just as the program teaches all students, its goal is to teach all teachers.

Because it is important for new teachers to be somewhat proficient with the teaching techniques and conventions that they are expected to execute, preservice is critical. Furthermore, the focus should be on the teachers' understanding of what they will be doing in the classroom and why. Because not everything can be effectively taught without the presence of

students, both first-year teachers as well as those who are not new to the program require additional teaching—in-service training and in-class coaching. The assumption of both these formats is that they will teach the teachers additional skills that will make it possible for them to effectively teach subjects and students that they formerly could not teach effectively. The focus of preservice should be on solutions to problems the teachers are having and solutions to problems they may have in the upcoming lessons. The focus of in-class coaching is to provide additional help and support and to assure that the teacher is using the skills that have been taught.

3. *The school must be accountable for installing a system that motivates students and influences their priorities.* The system specifies schoolwide and classroom functions that celebrate the academic achievement of the students. The school provides each student with information that their academic achievements are celebrated as vigorously as the school celebrates good performance on an athletic field. Students need to know that their school is best in achievement. The students are the smartest. And the school has a serious work ethic that provides all students with the payoff of being able to show off just how smart they really are.

The system provides regular opportunities for students to show off what they have learned. The system further provides students with indicators of their progress—ongoing information that they are learning important material at a faster-than-anticipated rate. This information is conveyed through challenges on specific knowledge, the use of celebrations for academic achievement, procedures that allow students to have high expectations of their performance, procedures for students to show off how well they are learning new material, and procedures students use to interpret their performance in the classroom and its relationship to

how smart they are becoming. The tools that are necessary to implement this system include ways of measuring the progress of each instructional group in each subject, and procedures for informing students about the academic accomplishments of classrooms, groups, and individual students. For teachers to become effective in executing this system, they need training: (a) in how to respond to the progress of the students in the various instructional programs, (b) in how to teach students general classroom and schoolwide rules, and (c) in how to provide reinforcement for following schoolwide rules.

4. *The school must be accountable for inducing behaviors beyond the classroom that facilitate learning and cooperation.* Students learn from models in the school. How do students behave toward each other? How do they behave in the cafeteria? How do they behave on field trips? How much pride do they have in their school? These questions are addressed by establishing schoolwide routines that promote positive models for any student and that provide a basis for students being proud of their school. The school must have schoolwide rules for students interacting with others (such as no name-calling) and for behavior in different parts of the school.

The school must establish training procedures so that teachers know how to respond to different behavior-related problems and how to use the resources available within the school for solving those problems. Specifically, there have to be provisions for monitoring the student behavior on the playground, in the cafeteria, and in the classroom. The school may need provisions for addressing problems that result because teachers are not facile at dealing with behavior problems or because they are confronted with serious noncompliance. The school may need a time-out system that effectively changes noncompliant behavior. Some members of the

staff must become well versed in the specific procedures that are to follow to assure success. In addition to training solutions, the school may have to change the setting details of some classrooms to create an orderly, positive atmosphere. This may involve reassigning teachers or reorganizing instructional groups.

5. *Accountability implies that the school's priorities are reflected in the school's budget.* Some things are more important than others. Often a choice must be made because there is not sufficient money for doing everything. This situation is

We must make choices in the instructional arena that are based on our commitment to accelerate the academic performance of all students.

parallel to that of the instructional arena. It would be nice if the school schedule had sufficient time to teach everything we would like to teach, and to provide students with every experience we would like them to have. We must make choices in the instructional arena that are based on our commitment to accelerate the academic performance of all students. The same commitment requires us to use funds that will most likely or to the greatest extent increase the academic performance of all students. The choices require us to consider the benefits that we will receive if we commit money to different plans. If the choice is between something like providing additional aides to teach language in the kindergarten or buying supplemental materials for the fourth- and fifth-grade science programs, the science material would be rejected because it is possible to teach the students everything they need to know without

this material. It may not be possible to accelerate the performance of the kindergarten students without the additional teaching capacity.

6. *Accountability implies maintaining a high fidelity of implementation over time.* This fidelity is observed by the stability of the various problem-identification and problem-solving procedures over time. The procedures that the school uses must be "institutionalized," so that they endure as personnel change and as the school's performance improves. Good performance does not mean that we abandon those practices that brought about the good performance. Rather, good performance is the affirmation that the processes must be continued and must become part of the school's fabric. Likewise, the training that led to teachers being effective and able to accelerate performance of students is the training that future teachers need. The procedures for maintaining the school at a high level is a lot easier than it is to achieve the high level in the first place. But unless the school has completely institutionalized procedures for training teachers, providing in-class coaching, monitoring the performance of teachers and students, and using data to identify and solve problems, the school will fail in its commitment to be accountable to all students.

The fidelity of the implementation is revealed through data and stability in the high performance of students. It is also observed in teacher-performance records, showing that teachers follow the schedule, execute the details of the program correctly, and make efficient use of time. Just as a high-fidelity implementation requires procedures for maintaining the school at a high level, it needs procedures for evaluating the details of the implementation and the results it is achieving. *ADI*

Beyond Buying the Books: What the Teacher's Guide Doesn't Tell You About Schoolwide Implementation of DI

This is something of an open letter “from-the-trenches.” The authors, two die-hard DI advocates, who have successfully used, trained, and taught DI for years, are involved in two different whole school DI implementations. When we were DI teachers we felt we just had to convince everyone in our schools to use DI and it would solve all the problems in our schools. When we were teaching preservice teachers we felt that if we could teach a school full of teachers how to do DI well it would create an educational miracle. Now we are involved in whole school implementations and we have found that there are a number of critical factors for a whole school DI implementation to be successful that aren't included in the teacher's guides. We are going to tell you about the five most glaringly important pieces. And these are certainly not five easy pieces. It is a lot harder than many DI proponents realize to make a DI school successful enough for everyone to realize it. It is especially difficult to demonstrate enough success for everyone to see it on state tests. (Of course, that is why there are implementation companies—and this is the story of why their expertise is so important). Here's some of what we have found out.

The first piece we discovered was that the whole school needs a definite sense of urgency. This sense of urgency must permeate the school. It must start with a director/principal who implores the assistant director to keep students in class to the extent possible even if the “misbehavior” is a “biggie.” The urgency extends to the curriculum coaches who must be asked to be exacting in their coaching, evaluating, and training of teachers. The

sense of urgency must drive teachers to present lessons with program fidelity and to set mastery teaching as a daily goal. The school secretary must understand that “loving students up” when they come to her for a band aid instead of sending them directly back to class is not in the students' best interest. The custodian's sense of urgency tells him why floor buffing during instructional time is not the best choice. The sense of urgency should extend to parents who must see that attendance at school IS, in fact important no matter how hard it is to “get everyone out of the house in the morning.” And last, but not least, children must acquire the sense of urgency to master their lessons and feel motivated to do well on their individual turns—so they can get “smart.”

The power of Direct Instruction creates a problem in schoolwide implementations that we did not anticipate. Parents of children who are behind and unsuccessful in traditional schools quickly discover that DI is a superb solution for their children. The issue arises as the school develops a reputation for increasing the academic success of the struggling students. This reputation then attracts more and more students who are years behind. This sounds quite hopeful at first, and it is...for the students. But there's a hitch. Without a plan to catch these students up, test scores for the school as a whole can actually begin to decline. Following the usual regimen of one lesson per day will enable all students to make a year's worth of progress each year. But making a year's progress each year, if students enter a DI school a year or two below grade level, will **not** catch students up to

demanding state standards. And the more students that enter the school who are behind, the more the school's average scores will drop.

So the second important piece we discovered is that the school must have a plan for accelerating students beyond the level of a year's worth of progress each year. The plan has to begin with the understanding that *Reading Mastery I* is a kindergarten level program, and that first graders have to finish *Reading Mastery II* to be on grade level. Second graders need to start in and finish *Reading Mastery III*, and so on. Anyone not on those levels is behind and must begin being taught *more* than a lesson each day to catch up. Some students may need to have two reading sessions a day until they catch up. Students who are behind must be watched constantly for opportunities to move them up. Part of the plan may include regularly using two-for-one programs such as *Reading Mastery Fast Cycle* (Levels 1 and 2 in one year) or *Horizons C/D* (Levels 3 and 4 in one year) as ways to get 2 years packed into 1. And sometimes students who are struggling so much they are holding back their group must be moved to a lower group. But everyone who is instructing has to have a sense of urgency so that we take advantage of every chance to catch those kids up. It is not enough to do a lesson each day and do each lesson well. Everyone has to keep their eye on the ball to catch up the students who are behind.

Equally important for a schoolwide implementation to get high test scores is to plan for accelerating average and above average children. They do not need to do every item, in every single format, in every single lesson in DI programs. If some of the practice on items they've already mastered is skipped those children can also make more than a year's progress in each year. They can then be above grade level and score higher on achievement tests. The trick is to find those stu-

dents and give them the latest mastery test of the next group above them, and if they can pass the test, move them up to the higher group. If there is no plan or attempt to do this acceleration, the average test score of the school will be far less than it could be otherwise. The plan necessitates frequent testing, lots of student observations, as well as extremely smart and informed teaching. All of these things require constant data collection and review and as Anita Archer would say...monitoring, monitoring, monitoring.

This leads to the third major piece that surprised us. That is the absolute necessity of having a very thorough and “public” data collection system that is carefully monitored by the school leadership. Everyone from the teacher up to the top levels of the school or district has to have current, accurate, and reliable data on lesson completion and mastery levels of the children in each and every group. This information needs to be collected, reviewed, analyzed, and acted upon on a weekly basis.

While we understood the need to collect the data and to look at it, it was the impact of making the data “public” that we hadn’t thought of. The overt use of this data is imperative. Teachers, coaches (more about them later), and administration need to be talking about this data regularly. Discussions need to occur around what to do about students who fail to achieve 85% or a passing score on mastery tests, or groups that are struggling to complete one lesson each day. Administrators and coaches need to discuss the data with teachers and plan interventions based on what the data report. This is the very best way for teachers to come to appreciate the critical nature of the data collected. Additionally, the process of publicly discussing data and planning interventions helps

increase the sense of urgency for teachers whose groups are not keeping pace with peers. Every member of the school team must be aware that the data counts and that very important decisions are made based on the data. After all, without data, we are all just people with opinions!

Teachers teach the best they can, but sometimes some additional kind of intervention is needed. A group may need to have some children moved out. Or there may need to be additional oral reading to improve fluency. Often the need for extra review of specific math or language concepts

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we are all just people
with opinions!*

becomes apparent when below acceptable test scores are analyzed. Or the teacher may need to orally guide students through workbook items until children get better at answering them on their own. The only way to reliably find out about the need for these interventions comes from collecting and looking at mastery data and lesson completion rates.

Data is necessary to know what is going on in the school. It is possible to lose track of groups or individuals without careful data gathering and monitoring. Groups, or parts of groups, can be placed below where they could best function—if one doesn’t have good records. Especially over the summer, or between teachers, there can be a serious loss of progress if data isn’t collected carefully and thoroughly. This issue becomes glaringly obvious when students “walk to read.” There are often issues of teachers losing track of or having difficulty taking “ownership” of students and the data that

must be reviewed. In the case of schools which have students walking to read, the management of data must become an area around which all professionals focus their attention perhaps even more planfully than when students remain with their “homeroom” teacher. Similarly, individuals can operate below their optimal level of achievement unless decision makers are carefully monitoring data.

When the data reveals that a teacher is having a problem completing a lesson per period¹, someone needs to go watch the lesson to find out what the issue is. Collecting data from teachers in terms of number of lessons completed and level of student mastery is just like asking questions and giving tests in the classroom. We know it is inadequate to ask a class, “Does everyone understand? Are there any questions?” A teacher simply cannot rely on the students to ask questions or notify the teacher when they don’t understand the material. In the same way school leadership cannot rely on teachers to bring to them all the problems that need to be addressed. Data must be collected, analyzed, and acted upon—or DI will not live up to its promise.

This leads pretty directly into the fourth necessary piece—coaching. For a schoolwide implementation to be successful there must be excellent DI teaching coaches in the building. The more teachers that are new to DI, the more coaching must be made available to help them learn how to make the most out of the programs. A coach would be very good if he or she could teach a dozen teachers, who were new to DI, how to implement all the programs well. If the school is bigger than that, there may need to be two coaches. Once everyone is trained, if there isn’t too much turnover, coaches could handle more teachers—maybe twice that many. One thing is certain, not enough coaching time for the new

¹ The exception is *Adventures in Language* where the expectation is a lesson every two days.

teachers and a DI school can fail. Another thing that is certain, *ineffective* coaches (whose “coaching” doesn’t cause weak teachers to improve) can also bring down a DI school.

Coaches are essential to help teachers learn how to properly present the programs, to solve problems as they occur, and to keep teachers following the programs with fidelity. They have to have excellent DI skills as well as excellent problem-solving skills. Most of the problems are not cut and dried or amenable to simple answers, so the coach’s flexibility to come up with effective and creative solutions to problems is essential.

More than anything else however, coaches have to be wonderful humans with superb people skills. Coaches have to care about the teachers and truly want them to be successful. A coach should be the very last person to “give up” on a teacher. Teachers won’t care what the coaches know until they know that the coaches really “care.” Coaches need to know all the programs very well and be able to teach all of them excellently whenever necessary to model how it should be done. After the data shows that there is a problem in a group, the coaches are the front line to go out and find out what is causing the problem and to start the teacher on a course of action that will help.

People wanting to start DI schools should be aware of this fact: DI coaches are extremely important—and they are in very short supply. Coaches can be developed from within a school, but no one should expect that to happen in fewer than 3 years. It is important to be careful about promoting people to coaching positions. Just because someone is an excellent DI teacher, doesn’t mean they have either the insight (for problem solving) or temperament (for helping teachers) to make a good coach. If there is no coach ready from within a school, then having one of the implementation companies in one, two, or three times a month is the only viable alternative.

The fifth critical piece in a schoolwide implementation is discipline and behavior management. Effective DI instruction assists with behavior management because it keeps children busy and engaged. However, it also demands much more attention to students’ behavior. What the students are doing and how the students are responding during instruction and whether or not students are completing work and demonstrating facility

Coaches are essential to help teachers learn how to properly present the programs, to solve problems as they occur, and to keep teachers following the programs with fidelity.

with the material is of utmost importance ALL the time. We need to be sure that ALL students are moving along appropriately, not just SOME of the students. This is best done by requiring and monitoring for on-task and appropriate behavior ALL the time. Teachers MUST be made to see the importance of monitoring their students 100% of the time. Kids need to know when they are demonstrating appropriate (correct) behavior and when they are not. This may appear to be a “no brainer” and not specific to a DI school. That may be so; however, a great deal of DI instruction is oral. Consequently students who are not paying attention can miss the instructional part of the lesson. Inattentive students make errors on their individual turns or independent work and need to be retaught. For that reason, less-than-stellar discipline creates a big drag on achievement in a DI school.

In addition to attempting to require and monitor the behavior, we know that the shaping of the behavior must proceed in a specific manner. The students need to be motivated through **positive**

praise or they will sulk through lessons and not learn. If teachers are not skilled at teaching correct behavior and maintaining it **with positive praise**, they will have difficulty keeping students attentive enough to the DI lessons to master the material. Teachers who are used to minimal disciplinary expectations of “keep ‘em in their seats and quiet” and who are used to doing so with an approach that is predominantly punitive, will have a hard time getting their students to perform well in DI lessons. Helping our teachers acquire proactive positive behavior management skills has become a very high priority. It turns out that these behavior management skills, which are often part of the last skill set for new (or even some “more seasoned”) teachers to acquire and/or hone, are every bit as important as Direct Instruction lesson delivery skills.

As new administrators in full implementation DI schools we came into the position ready to reject the ideology of victimhood, ready to prove that children of all races and income levels can be challenged and can succeed, ready to make sure that all children master key skills in key subjects, ready to constantly assess to determine whether each and every child is learning, ready to hold teachers to the same high standards to which we expected them to hold students. We were met with challenges that we didn’t expect and victories that caught us off guard. We did not expect to do well on the high stakes tests in this our 1st year. But on our state’s third-grade reading test one of our schools demonstrated an above-the-state-average pass rate of 85%. In the other school we met the state average of a 75% pass rate among the third graders who were “on grade level” in DI materials. It is the most demanding, exciting, frustrating, exhilarating, intense, and important work either of us has ever done. We’ll keep you posted as to how it goes! **ADI**

Using Direct Instruction Programs as Intervention Programs in Grades K–3

Introduction

This article is about the use of Direct Instruction as an intervention program in schools that are using a core (basal) reading program that does not meet the instructional needs of their at-risk children. Intervention programs are used with children who are not likely to succeed in the core program.

There are many at-risk children who are not likely to succeed when placed in widely distributed core reading programs. The problems stem from the programs not being designed with the degree of explicitness needed by the at-risk child. The programs often have serious instructional design flaws.

Among these problems are (a) teacher explanations that include words the child does not know and that use sentence structures that are confusing for students with limited knowledge of language, (b) the rate of introduction of new skills is too fast, and (c) sequences that can cause confusion. For example, one program introduced letter–sound correspondences in alphabetical order, resulting in the letters b and d, and m and n being introduced in near consecutive order, and (d) too little practice and review.

The intervention program is used either to replace the core program or in addition to the core program. Ideally, in the lower grades, the Direct Instruction program would serve as a replacement for the core program to avoid children being taught two programs that introduce skills in a different sequence.

The purpose of this article is to communicate important points about using Direct Instruction programs as an intervention so that children will

receive the instruction necessary to bring them to and maintain them at grade-level performance. There are many children who enter school with low literacy and language skills development who, through the use of the systematic and explicit instruction in Direct Instruction programs, can be brought to grade level. This article is about using the Direct Instruction programs in a manner that will open the doors to success for at-risk children.

At the end of the article descriptions of the various Direct Instruction programs available to serve as intervention programs appear with information about each program.

Below are guidelines for the use of Direct Instruction curricula as intervention programs.

Begin the Use of Direct Instruction Early in Kindergarten

Kindergarten is a critical year for the child who is at risk because of entering school significantly behind in the development of language and literacy-related skills. Children who have a full year of Direct Instruction in kindergarten have a significantly greater chance of being able to perform successfully at grade level in future grades.

Administrators are often reluctant to place their at-risk children in intervention programs in kindergarten let alone at the beginning of kindergarten, waiting instead until the child has failed to progress in the core reading program.

This hesitation can be very problematic. If the initiation of Direct Instruction programs is delayed until midkindergarten it will be more difficult to bring the at-risk child to grade-

level performance. If the initiation of Direct Instruction programs is delayed, as is often the case, until first or second grade it will be extremely difficult to bring the at-risk child to grade-level performance.

Include Teaching of Direct Instruction Language Programs

Many at-risk children enter school without the language knowledge needed to understand teacher instructions and without the vocabulary and background knowledge that will be needed for future higher-level comprehension tasks.

Teaching vocabulary, understanding of sentence structure, and background knowledge systematically and explicitly to the at-risk child is of equal importance to teaching the at-risk child to decode words and text.

Unfortunately, the language and vocabulary teaching in major core reading programs is not highly explicit and systematic. The basal programs present many skills, but few are taught thoroughly with clear teaching and sufficient practice and review.

The language components of the Direct Instruction Model are a critical element in setting children up for future success. The systematic and explicit teaching in these programs enables children to learn vocabulary and reasoning and analytical skills that serve as a foundation to prepare the children for comprehension in the later grades. Beginning these programs ideally in preschool and continuing their use throughout the primary grades is critical.

Provide Sufficient Instructional Time to Bring Children to Grade Level by the End of First Grade

Performing at grade level by the end of first grade is critically important for

the at-risk child. A study by Juel (1988) showed that the probability that a child who was a poor reader in first grade would be a poor reader in the fourth grade was a depressingly high + 0.88.

Implementations of Direct Instruction programs have been able to bring highly at-risk children to grade level by the end of first grade when sufficient reading time has been scheduled and the program has been taught well.

In order to bring the child who enters school far behind in literacy and language related knowledge to grade level standards by the end of first grade a good deal of instructional time is needed. Schools that are able to provide children in both kindergarten and first grade with a 30 minute DI reading and a 30 minute DI language period in the morning and a 30 minute DI reading and a 30 minute DI language period in the afternoon are likely to bring most at-risk children to or very near grade-level performance by the end of first grade. If it is not possible in kindergarten to provide full morning and afternoon periods, there should be at least daily morning periods for reading and language and at least a 15 minute firm up of reading later in the day.

Every day is important in closing the academic gap. Instruction in the DI programs should begin as soon as possible, ideally during the first week of the school year and be presented daily throughout the school year.

Continue Direct Instruction Programs for an Extended Period

Some schools will identify children at the beginning of the year as at risk and place them in an intervention program. The school will periodically test children during the year and remove children from intervention programs if the students show improved performance or place children in intervention pro-

grams if their performance level becomes low.

The Direct Instruction programs are not designed for such a “pull-out” system. The Direct Instruction beginning reading programs use instructional prompts such as making alterations in the appearance of letters or underlining letters that represent one sound to make learning to read initially easier. These prompts are gradually faded out during the first two levels of the reading series. If a child does not complete the first two levels of the reading pro-

A basic requirement when using Direct Instruction programs is that students are to be placed and maintained at their instructional level.

gram the potential benefit for acceleration through Direct Instruction will not be achieved. Schools should continue Direct Instruction programs for beginning readers at least until the children complete the second level of the reading program.

Direct Instruction programs can play an important role after first grade. The challenge of bringing the at-risk child who has a limited language background to grade level by the end of first grade is relatively minor compared to the challenge of keeping the at-risk child at grade level as the child progresses through the higher grades. In later grades, vocabulary, understanding of sentence structure, and general knowledge of common information play a larger role in reading. For example, understanding a simple story about a cat is quite different than understanding a story in which an inventor is dealing with a manufacturer.

The at-risk child needs to learn a much greater amount of vocabulary and general background knowledge than his peers in order to remain at grade-level performance standards. The third through sixth levels of Direct Instruction reading programs provide explicit and systematic instruction of comprehension strategies and present vocabulary and background knowledge that will prepare children for future work in science and social studies. An at-risk child's chance of remaining at grade level can be increased if the child receives a daily 90 minute period in these higher level Direct Instruction reading programs as well as the 90 minute period in the school's core program.

Rely on Assessments to Support the Use of Flexible Homogenous Small-Group Instruction

A basic requirement when using Direct Instruction programs is that students are to be placed and maintained at their instructional level. Each Direct Instruction program has a placement test to place children at their instructional level. Students are grouped with other students at the same instructional level. This homogeneous grouping, coupled with careful placement, allows children to make maximum progress since the teacher does not have to make compromises by balancing the needs of higher and lower performing children, as happens when groups have varied skill levels.

To assist in maintaining students at their instructional level, frequent in-program mastery assessments (every 5–10 lessons) are incorporated into all Direct Instruction programs. Teachers need to administer these assessments and provide the remediation exercises specified in the teacher presentation book when students fail a mastery test. Children who do not pass two consecutive mastery tests need to be identified and actions taken immediately to enable them to be successful. A first step is to analyze their perform-

ance to see if they need extra work on particular skills and plan for extra instruction. If the extra instruction does not solve the problem, the child may need to be moved to a group at a lower lesson. On the other hand, if a child is performing significantly better than the other children, the child may be moved to a group at a more advanced lesson.

Use Available Staff Efficiently

During the beginning stages of reading instruction, Direct Instruction programs need to be taught in small groups because the teacher must be able to listen to students' responses and give immediate feedback.

If a school has many children who enter their particular grade significantly below grade-level performance, the school must organize its resources very carefully in order to provide sufficient small-group instruction to enable all these children to make accelerated progress.

Schools must prioritize their discretionary funds to provide adequate staff. In many areas of the country paraprofessionals can be hired who, with adequate training, can teach small groups, providing children with second and third reading and language periods. In addition to hiring additional staff, certified nonclassroom teachers such as special education and ESL teachers should be incorporated in the overall reading program. Their schedules should be arranged so that they are dealing with groups containing appropriate numbers of children. Sometimes, in a school that is not carefully configured, you will see one teacher working with two students while another teacher is working with 10 or more children at the same level.

Classrooms should be organized so that each teacher has a realistic number of groups to teach during reading time. Teachers cannot meet children's needs when they have children at too many instructional levels.

There are a variety of ways to group and schedule children for reading and language instruction. Some schools will have a "walk to reading time" during which each classroom is arranged so that there is a realistic number of instructional groups. Some schools will organize homeroom classrooms with children grouped at the same skill level. Classrooms with lower performing children will generally have fewer children and/or have more assistance

Classrooms should be organized so that each teacher has a realistic number of groups to teach during reading time.

either from a paraprofessional or other certified teacher. Whatever system is in place, the priority must be to provide the children with the instruction they need to reach grade-level performance in reading as soon as possible.

Provide Professional Development to All Staff Teaching Direct Instruction

Teachers and paraprofessionals who teach Direct Instruction programs to at-risk children need high quality professional development.

The basic recommendation for learning how to teach Direct Instruction reading programs calls for at least a 3–5-day inservice prior to beginning to teach the programs and periodic inservices during the first years of teaching. Most of the inservice time should be devoted to practicing the skills the teacher will use in presenting the lessons.

In addition to the inservice training, in-class coaching is essential, particularly for staff teaching at-risk children. In-class coaching involves a person highly expert in teaching Direct Instruction and trained in coaching techniques working with the

teacher in the classroom. The coach models teaching techniques, observes the teacher presenting, provides suggestions on presentation techniques, and helps the teacher deal with specific problems. During the 1st year, it will be ideal if weekly coaching can be provided to teachers working with at-risk children.

Most schools that are beginning to use Direct Instruction programs will not have staff members with sufficient expertise with Direct Instruction to provide this in-class coaching. If there is not a person on staff who is expert with Direct Instruction and knowledgeable about how to coach during the first year(s) of implementing Direct Instruction, the school needs to obtain the services of an external DI expert. Schools with high numbers of at-risk children who have traditionally performed at low levels will need a great deal of coaching time. At a minimum, 1/2 to 2 days of consulting should be provided during the school year for each staff member who is teaching Direct Instruction. So if a school had 20 staff members teaching Direct Instruction programs, 30–40 days of consulting would be provided. Schools must be very careful consumers in ensuring that the consultant is highly skilled and has sufficient expertise in coaching DI programs.

Establish Goals and Monitor Progress Toward Goals

As stated previously, the goal for children who are in kindergarten or first grade should be to bring the child to grade-level performance standards by the end of first grade. For children who enter second or third grade significantly behind, the goal would be determined by the child's beginning level. For children who are essentially nonreaders, the goal might be to bring them to grade level within 2 years. For children who enter second grade reading at a mid-first-grade level or who enter third grade reading at a second-grade level, the goal would be to bring the child to grade-level status within a year.

The goals need to be translated to expectations for monthly lesson coverage in the specific Direct Instruction programs being used. During the year, the principal and grade-level teams should monitor lesson coverage and mastery test reports and take steps immediately when goals are not being reached.

Maintain A Focus on Teaching to Mastery

The instructional design underlying the construction of Direct Instruction programs is built on the assumption of mastery teaching. Mastery is achieved in a lesson when the student is able to do all the items in each exercise without error by the end of the lesson. During a lesson, the goal for a teacher is to bring all children to 100% mastery on every task. If children are not taught to mastery in early lessons, progress in later lessons will be slowed.

When teaching a Direct Instruction program more than one time a day, what the teacher does during the second period of the day should be determined by children's performance on the earlier lesson. If the children were at mastery on the lesson in the first period of the day, the teacher presents a new lesson during the second period. If the children were not at mastery on the first lesson, the teacher presents that lesson again during the next period.

If a teacher finds that a group consistently cannot complete one entire lesson in one period, the children are probably not at a mastery level (assuming the teacher is presenting the program with fidelity). If the students do not finish the lesson in the first period, it is usually more efficient to restart the next lesson from the beginning. This procedure gives the children additional practice with the skills that slowed the pace in the morning and is more conducive to developing mastery than taking two periods to do the tasks in one lesson.

Establish an Intensive Program for Second and Third Graders

Children who enter second or third grade performing significantly below grade level are highly at risk for failure in their school career, particularly if they come from low-income homes.

A child who cannot read grade-level materials with at least 85–90% accuracy is a child who can be classified as significantly behind. Core reading programs are not designed for children who enter a grade level significantly behind. Most core reading programs

A child who cannot read grade-level materials with at least 85–90% accuracy is a child who can be classified as significantly behind.

will have components entitled “intervention” programs. However, these intervention components do not provide a systematic teaching of skills from previous grades, but instead just provide extra practice on skills being taught in that grade level.

If children who are significantly behind in second and third grade are to catch up, they need to be (a) placed in a program designed to accelerate students through the most important elements of reading instruction, (b) placed and maintained at their instructional level for all instruction, and (c) receive sufficient instructional time to make more than a year's progress during a school year.

There are several Direct Instruction programs that can be used to accelerate older children through the beginning reading levels. In order to make needed progress the children should receive at least two full small-group reading periods daily in these Direct Instruction reading programs. For children who are further behind, a third

period for firming up skills and working on fluency should also be provided.

References

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology, 80*, 437–447.

Overview of How Direct Instruction Programs Can Be Used as Intervention Programs

Reading Mastery Classic

- The *Reading Mastery Classic* programs are derived from the original *Reading Mastery* program. There are two levels of *Reading Mastery Classic*, Level I and Level II. There is also a Fast Cycle program which presents the content of Levels I and II in just 1 school year.
- When students complete *Reading Mastery Classic* Level II they will be able to read the text in beginning to mid-second grade basal programs with a high degree of accuracy and with fluency of at least 60 words or more per minute. Finishing *Reading Mastery II* by the end of first grade will make it highly likely that a child will score at or above grade level on standardized tests and be prepared for success in second grade. (Remember, this is the goal for all children.)
- *Reading Mastery Classic* is the program that is most appropriate to use if reading instruction begins in kindergarten and the goal is to bring children to grade-level performance by the end of first grade.
- If *Reading Mastery Classic* is begun in first grade all efforts should be made to have children complete Levels I and II by the end of first grade. For the more at-risk child, this will require two full 30 minute reading periods a day taught by a highly skilled teacher.
- The *Reading Mastery Classic Fast Cycle* program can be used with nonread-

ers in any grade who can pass the placement test for it. Fast Cycle is a good program to use with children who enter second or third grade as basically nonreaders. For second and third graders who are reading at a mid-first-grade level, the teacher can use Fast Cycle; the teacher should follow the procedures for placing mid-year entry students. This placement procedure tests children on mastery tests from the program so that the teacher can begin instruction at the appropriate lesson for the student.

Language Programs

The *Language for Learning* program, the *Language for Thinking* program, and the *Language for Writing* program, formerly called *DISTAR Language I, II, and III*, play a critical role in preparing children for success in learning to read and in preparing children with foundational skills that will help them with more complex comprehension tasks in later grades.

The *Language for Learning* and the *Language for Thinking* programs are oral programs that require no reading by students. *Language for Learning* teaches foundational language concepts and vocabulary that children need in order to understand teacher explanations and follow instructions. It also teaches a great deal of common information and how to analyze statements and make predictions from statements. *Language for Thinking* teaches important analytical and deductive reasoning skills and expands on vocabulary teaching from the earlier level. *Language for Writing* requires the children to read at a mid-second-grade level and teaches the use of grammatical and syntactical elements involved in written communication.

Language for Learning ideally would begin in preschool and no later than kindergarten. *Language for Thinking* is used following *Language for Learning*.

The placement test, progress-monitoring assessments, and a skipping schedule allow the teacher to differentiate

instruction based on students' initial level and performance during the school year.

A supplementary component entitled *Español to English* is available for use with children who speak only Spanish when they begin school.

Language for Learning and *Language for Thinking* can also be used with children in second through fourth grade who enter school with no or very little knowledge of English. The programs are not designed to serve as a full pro-

Language for Learning teaches foundational language concepts and vocabulary that children need in order to understand teacher explanations and follow instructions.

gram to teach English to non-English speakers but can play a very important part.

The *Reasoning and Writing* Series consists of six levels. The first two levels, *Reasoning and Writing A and B*, are primarily oral programs that provide practice in applying language concepts and include a teacher story read aloud component that teaches story grammar elements. These programs can begin once children complete *Language for Learning*. The programs each have 70 lessons, and both can be completed in 1 year.

Reading Mastery Plus

Reading Mastery Plus is a comprehensive kindergarten through sixth grade core reading series. The program incorporates lessons from *Reading Mastery Classic* Levels I and II, *Reading Mastery* Levels III–VI, *Language for Learning*, *Language for Thinking*, and *Reasoning and Writing*.

The sequence in which *Reading Mastery Plus* teaches beginning reading skills is different from that in the *Reading Mastery Classic* programs. The *Reading Mastery Plus* kindergarten level does not begin teaching word reading as early as *Reading Mastery Classic* Level I. The *Reading Mastery Plus* kindergarten level teaches letter names, phonemic awareness skills, and language concepts during its first 100 lessons. Word reading is not introduced until Lesson 101 of *Reading Mastery Plus* kindergarten. The 50 lessons of word reading in the kindergarten level of *Reading Mastery Plus* (Lessons 101–150) are basically the same lessons as are in the first 50 lessons of *Reading Mastery Classic* Level I.

Reading Mastery Plus kindergarten also includes teacher presentation books that include most of the *Language for Learning* program and some story grammar exercises from *Reasoning and Writing A*. These language lessons are to be taught concurrently with the reading related content.

Reading Mastery Plus Levels I and II include the remaining lessons from *Reading Mastery Classic* Levels I and II and 50 extra new lessons that appear at the end of *Reading Mastery Plus* Level II. When students complete *Reading Mastery II* they will be able to read beginning third-grade text; their reading skills will be somewhat more advanced than children who complete *Reading Mastery Classic II*.

Reading Mastery Plus Levels III–VI are basically the same programs that have been published as *Reading Mastery*. *Reading Mastery III* and *IV* include a great deal of science and social studies information and are designed to teach children how to learn through reading. *Reading Mastery V* and *VI* are literature programs; selections include poems, short stories, and novels.

- In some states, *Reading Mastery Plus* has been selected as one of the state's adopted programs for Reading First. Some users of *Reading Mastery Classic* have expressed con-

cerns about *Reading Mastery Plus* not beginning actual word reading instruction early in kindergarten. However, schools that want to begin teaching actual word reading earlier in kindergarten than is done with the regular sequence of *Reading Mastery Plus* can do so. The publisher has prepared a booklet entitled, "Reading Supplement—Level K." This booklet provides directions for reorganizing the sequence of *Reading Mastery Plus* kindergarten lessons so that actual word reading instruction begins early in the school year. Blackline masters with workbook pages to replace existing worksheets are included in the booklet. The directions for making these modifications are somewhat complex. Teachers will need support in implementing the altered sequence. The teacher would use materials from the *Reading Mastery Plus* kindergarten level and from Level I during kindergarten.

- The *Reading Mastery Plus* kindergarten level would be appropriate to use as is with kindergarten children who speak little or no English upon entering kindergarten. It can also be used in preschool with at-risk populations.
- *Reading Mastery Plus* Levels I and II can be used to accelerate the performance of children who enter first grade without previous reading instruction. A booklet in the *Reading Mastery Plus* Level I kit entitled "Fast Start" is used to present the lessons taught in kindergarten to children who have not had previous reading instruction. Thereafter, the teacher presents the regular lessons from Level I of *Reading Mastery Plus* and then Level II. The children's progress can be accelerated by teaching two periods a day so that children can complete all of Level I of *Reading Mastery Plus* and at least two thirds of *Reading Mastery Plus* Level II by the end of first grade.
- *Reading Mastery Plus* Levels III–VI focus on comprehension skills. To be at a strong grade-level perform-

ance, an at-risk child should complete *Reading Mastery III* in second grade, *Reading Mastery IV* in third grade, *Reading Mastery V* in fourth grade, and *Reading Mastery VI* in fifth grade. Each lesson requires a total of 90 minutes. Children can be accelerated by presenting two reading periods a day if they need to finish more than a lesson a day to reach grade-level standards.

Horizons

The *Horizons* series includes four levels: Levels A, B, A/B, and C/D.

Horizons uses a different approach than *Reading Mastery* for teaching beginning reading.

Reading Mastery uses a modified orthography, introducing 40 symbols

Horizons A/B is appropriate for ESL students in Grades 3 and higher who are reading below a second-grade level and who have some, but limited, knowledge of English.

with each symbol representing one sound (26 of these symbols are individual letters, 5 are vowels with a line above them to indicate the long sound of the vowel, and 9 are combinations of letters joined together). With this modified orthography, nearly all words can be read by blending the sounds for symbols in a left to right progression. The modified orthography is faded during the second level of *Reading Mastery*.

Horizons uses a traditional orthography. Prompts are used initially to make it possible for children to read words in which each letter does not represent its most common sound. Letter combinations such as ee, ea, ai, ou, and th are underlined. Some letters are writ-

ten in blue. A blue letter tells the reader that that letter makes no sound, and another letter in the word says its name. For example, in the word meat, the letter combination *ea* would be underlined and the letter *a* written in blue indicating that the *a* is silent and the *e* says its name (meat.)

Horizons A is not appropriate for the at-risk child who enters kindergarten or first grade with little literacy or language knowledge. It is appropriate for use with first graders who have learned most letter names in kindergarten and who can readily follow instructions in English.

Horizons B is a continuation of *Horizons A*. When students complete *Horizons B* they will be able to read beginning third-grade text; their reading skills will be somewhat more advanced than children who complete *Reading Mastery Classic II*.

Horizons A/B is an accelerated program that teaches the content of *Horizons* Levels A and B in 1 school year. *Horizons A/B* was designed to accelerate the performance of first graders who enter school with more advanced literacy-related skills. *Horizons A/B* can also be used with children in Grades 3 and higher who are nonreaders or who read at or below an early second-grade level. For children who are reading at a mid-first through early second-grade level, the teacher needs to follow placement directions to ensure that the student is placed at the appropriate lesson.

Horizons A/B is appropriate for ESL students in Grades 3 and higher who are reading below a second-grade level and who have some, but limited, knowledge of English. There are many pictures in the stories that provide a means for vocabulary development.

Horizons Level C/D is an accelerated program that covers the content of *Reading Mastery III* and *IV* in 1 year. *Horizons C/D* was originally designed for high performing second or third graders. *Horizons C/D* can also be used with students who are behind in

Grades 4 and above. *Horizons C/D* would be appropriate for fourth, fifth, or sixth graders who can read beginning third-grade level text at a rate of about 90 words per minute with high accuracy (95%) and who have done well on comprehension exercises in earlier programs. Children with weaker language and comprehension skills would be more appropriately placed in *Reading Mastery III*.

Funnix

Funnix is a computer-based program available on CD. *Funnix* presents virtually the same lessons as in *Horizons* Levels A and B in a computerized format. *Funnix* lessons include all the elements of *Horizons*: phonemic awareness, phonics, fluency, vocabulary, and comprehension. There are two levels: *Beginning Funnix*, which includes 120 lessons, and *Funnix 2*, which includes 100 lessons.

Funnix can be used as an intervention program for children in first through fifth grades who are reading at or below an early second-grade level. *Funnix* requires that an adult or older student be seated with the child as the child goes through the lessons. *Funnix* can be used with small groups of students as well as individual children. For more information on *Funnix*, see www.funnix.com

Journeys

Journeys is a kindergarten through third grade reading series that incorporates *Horizons A and B*, *Reading Mastery III*, *Language for Learning*, and *Reasoning and Writing*. Similar to *Reading Mastery Plus*, the first 100 lessons of the *Journeys* kindergarten level teaches letter names, language skills, and phonemic awareness skills but not word reading. Word reading is introduced in the last fourth of the *Journeys* kindergarten level. Unlike *Reading Mastery Plus*, there is not a means for beginning word reading earlier in kindergarten.

Levels I and II of *Journeys* are basically the same as *Horizons A and B* with 30 additional new lessons at the end of

Level II. The third-grade level is basically the same as *Reading Mastery Plus* Level III.

Journeys Levels I and II can be used to accelerate the performance of children who enter first grade without previous reading instruction. A booklet in the *Journeys* Level I kit entitled "Quick Start" is used to present the lessons taught in kindergarten to children who have not had previous reading instruction. Thereafter, the teacher presents the regular lessons from Level I of *Journeys* and then Level II. The chil-

Corrective Reading is a reading series designed for students in Grades 4 through high school who did not master the content of decoding instruction in the earlier grades.

dren's progress can also be accelerated by teaching two periods a day so that children can complete all of Level I of *Journeys* and at least two thirds of *Journeys* Level II by the end of first grade.

Corrective Reading

Corrective Reading is a reading series designed for students in Grades 4 through high school who did not master the content of decoding instruction in the earlier grades.

There are a series of four decoding modules and a coordinated series of four comprehension modules.

Decoding Modules: There are four decoding modules. Decoding A, B-1, B-2, and C. Decoding A is a 65-lesson program designed for children who are reading at an early first-grade level; Decoding B-1, which also contains 65-lessons, is for children reading at a late first-grade level. Decoding B-1 is designed to be used with children who

have developed serious confusions about the relationship between letters and sounds and who overuse context and underuse letter-sound relationships to figure out words. Decoding B-2 is a 65-lesson program for children reading at a beginning third-grade level. The 65 lessons present the decoding skills generally taught during third grade. Decoding C is a 125-lesson program that teaches the decoding skills taught in late elementary grades.

For children who enter third grade reading below a low second-grade level, it is possible to use either Decoding A or B-1; however, use of *Horizons A/B* or *Reading Mastery Fast Cycle* often is more appropriate because the content of stories in *Corrective Reading* is targeted to older students, and the first lesson of Decoding B-1 includes stories designed specifically for the confused older reader.

For third-grade children who speak little English, use of *Horizons A/B* or *Reading Mastery Fast Cycle* is more appropriate than the use of Levels A or B-1 of the *Corrective Reading* Series.

Decoding B-2 can be used during the last half of third grade with students who are still reading at around a beginning third-grade level. While the story content in *Corrective Reading* was designed for older students, Decoding B-2 can be used to more fully prepare children for fourth-grade text if there is limited time left in the school year.

The Comprehension modules teach very sophisticated comprehension skills. The first level, Comprehension A, is an oral program that does not require students to do any written tasks. The remainder of the comprehension modules include written exercises. Use of the comprehension modules would begin with children at a fourth-grade level or higher.

With the exception of *Funnix*, available at www.funnix.com, the aforementioned programs are published by SRA/McGraw-Hill. For more information visit www.sra4kids.com **ADL**.

A Number of Lessons Learned From the PACT/BREAD/ICARE Trip to Baltimore

January 16–18, 2002

In the mid-1990s I was contacted by a community organizer who had visited Wesley School in Houston, Texas. A video about the high achievement at Wesley had recently appeared on ABC's Prime Time show. Wesley has been using Direct Instruction programs for a number of years.

The community organizer was affiliated with a network of community organizations that actively advocate to build justice and equality of opportunity in their communities. Education was and remains a prime concern to the groups. In the early 1990s initial actions of the groups focused on the issue of inordinate numbers of out-of-school suspensions for children in low-income schools. The organizations now wanted to take steps to improve the academic performance of the children. Following my talk with organizers about Direct Instruction, several groups visited Wesley. After seeing Wesley and reading about the research base of the Direct Instruction programs, organizations in a number of cities (Miami, FL; Jacksonville, FL; Columbus, OH; Louisville, KY) launched campaigns to convince school districts to implement the Direct Instruction program in low-performing schools in their communities. At first, there was great resistance from the Curriculum and Instruction departments of the local school districts. At this time, whole language was still the dominant force. After several years of organizing with a focus on school board members and the superintendent, a number of groups got commitments for the beginning of multischool implementations of the DI program. The challenge has been on-going, switching from removing obstacles to the use of Direct Instruction to creat-

ing the infrastructure and internal accountability to ensure high-quality implementations of Direct Instruction.

As the community organizations conducted campaigns, they needed to build support among their members. An important step in this process has been visitations by leaders of the organizations to schools that produce high levels of performance with Direct Instruction.

In 2002, representatives of the PACT organization from Miami, FL; BREAD organization from Columbus, OH; and the ICARE organization from Jacksonville, FL visited several schools in Baltimore that were producing high levels of student achievement with Direct Instruction. After the visit, organizers asked their leaders for lessons they learned on the visit. Below is a list of the comments.

A super principal is not necessary for a pretty good DI implementation.

Principals must be committed to DI and trained in DI for the implementation to be successful.

Confident, involved coaches who truly monitor the teachers and who use weekly reports are essential.

Principals and schools receive many distractions, especially from the central office, that get in the way of focusing on high quality DI implementations. Fewer distractions = more learning.

DI is so great because you can measure the results and have accountability.

The principal must be willing to hold teachers accountable and get rid of those who will not measure up.

Good DI principals encourage strong teams to ensure effective implementation.

We need a systematic program for developing coaching skills.

Ideas to explore: (a) principal pairings, (b) creating model DI schools in our cities, and (c) getting more leaders and educators to visit City Springs and other model DI schools.

Appearance (i.e., building cleanliness, teacher and student dress, etc.) is important.

Building a whole school culture around DI is effective, with DI used for all programs.

We need preparation of teachers in colleges so that they are not biased against DI.

The beginning of the day assembly at City Springs where students and teachers were recognized and applauded for their academic success was impressive and effective.

We must remember that the role of the principal in a DI school is totally different from a non-DI school, and that it is threatening to the system.

It's crucial that the administration, the principal, and the DI coordinator in a school speak the same DI "language" and send a consistent message to teachers.

Good DI schools have a lot of communication with parents.

We need clearly defined roles for the DI district leader/area superintendent in relationship to DI schools. *ADI*

The philosophy behind the program is basically simple. We say in effect, "Kid, it doesn't matter how miserably your environment has failed to teach you the basic concepts that an average five-year-old has long since mastered. We're not going to fail you. We're not going to discriminate against you, or give up on you, regardless of how unready you may be according to traditional standards. We are not going to label you with a handle such as dyslexic or disadvantaged or brain damaged and feel that we have now exonerated ourselves from the responsibility of teaching you. We're not going to pun-

ish you by requiring you to do things you can't do. We're not going to talk about your difficulties to learn. Rather, we will take you where you are, and we will teach you. And the extent to which we fail is our failure, not yours. We will not cop out by saying, "He can't learn." Rather we will say, "I failed to teach him. So I better take a good look at what I did and try to figure out a better way."

Zig Engelmann

ED SCHAEFER, Educational Resources Inc.

An Introduction to the Effective School Checklist

The effectiveness of a school is determined by the results or consequences of attending that school. Specifically, we look to the academic achievement of each student, as well as the attitudes and behavior each manifests toward self, others, and society. The Effective School Checklist neither defines nor measures those outcomes; rather, it defines and provides a measure of the **causes** of those outcomes.

The words "Direct Instruction" do not appear, even once, in the entire checklist. Nonetheless, the Checklist also defines and provides a measure of the quality of a "Direct Instruction Implementation." This is not at all surprising, given the well-researched connection between a good DI implementation and the overall effectiveness of a school. In fact, the Checklist in its present form grew out of the earlier work of Jerry Silbert, whose Direct Instruction Implementation Survey provided one of the first attempts to systematically identify the elements of a high quality Direct Instruction implementation.

How might one use the Effective School Checklist? Initially, it is important to note that each item or element of the Checklist is written "positively" i.e., the presence or strength of an ele-

ment would be indicated by checking either the "Usually" or "Always" column for that item, whereas the absence or weakness of an element would be indicated by checking either the "Seldom" or "Sometimes" column. In an ideal school, 100% of the staff would rate every element of the Checklist as "Always" occurring. However, in the real world, a useful rule of thumb might be that an item which 80% or more of the staff rated as "Usually" or "Always" occurring would be regarded as a "strength," whereas an item which 20% or more of the staff rated as occurring only "Seldom" or "Sometimes" would be regarded as a "weakness."

Although there are no hard and fast rules here, imagine this scenario. With 6 to 8 weeks left in the school year, distribute a copy of the Checklist to each professional and (instructional) paraprofessional on the faculty. Instruct each respondent to rate *every* item as best they know, thus enabling each item to be rated by 100% of the faculty. Typically, respondents complete the Checklist anonymously. Collect a completed checklist from every respondent and aggregate the results for each item of the Checklist across the entire faculty. Specifically, record the percent of staff responses in each column for each

item on the Checklist; thus, for each item, the total across the four columns should equal 100%.

Share the aggregated results with the faculty and, using the "rule of thumb" noted above, identify the top 10 strengths and weaknesses from the Checklist. With input from the faculty, target a reasonable number of "weaknesses" for improvement. Use the summer months to plan for these improvements which would be implemented during the first semester of the next school year.

With 6 to 8 weeks left in the first semester, distribute another copy of the Checklist and repeat the entire process. This will provide a measure of the success of your first semester, school improvement efforts, as well as a (possibly) revised set of strengths and weaknesses from which to target your second semester improvement plans. With 6 to 8 weeks left in the school year, distribute another copy of the Checklist and repeat the entire process in preparation for the next school year. Used this way, the Effective School Checklist enables a school staff to maintain a steady and precise focus on those elements which maximize positive outcomes for every child attending that school. **ADI**

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Effective Schools: An Implementation Checklist

	This Checklist Item Occurs			
	Seldom	Some- times	Usually	Always
I. Placement and Grouping of Students				
<i>Placement</i>				
A. Students are placed at their instructional level for all academic instruction.				
1. Initial placements in instructional groups are determined by program placement tests.				
2. Systematic procedures exist to place students in more appropriate instructional groups should their performance indicate regrouping is necessary.				
3. Systematic procedures, including the use of placement and in-program tests, exist to place students who enter during the school year into appropriate instructional groups.				
4. Systematic, end-of-year procedures, including the use of placement and in-program tests, exist to place and group students for the next school year.				
<i>Grouping</i>				
B. Students are placed in relatively small, homogeneous groups for all academic instruction.				
1. Instructional groups are homogeneous to the specific program and level taught. Generalized "tracking" is avoided.				
2. Staff resources are used efficiently to keep instructional groups as small as possible.				
3. Students in Grades PK–2, and older students functioning below grade level, are given priority with respect to small group size.				
II. Materials and Supplies				
A. Teachers and students receive adequate instructional materials and supplies in a timely manner.				
1. Adequate materials and supplies required by core instructional programs are provided to teachers and students in a timely manner.				
2. Supplementary materials and supplies, coordinated with the core instructional programs, are accessible to teachers and students.				

Effective Schools: An Implementation Checklist, continued

	This Checklist Item Occurs			
	Seldom	Some- times	Usually	Always
III. Scheduling Instruction				
A. School schedules are designed to support appropriate grouping of students.				
1. Instruction in core academic areas is scheduled at the same time across several grades to facilitate the appropriate grouping and regrouping of students.				
B. All instructional groups have sufficient time allocated and scheduled to achieve optimal academic progress. For each group, the schedule provides enough time for				
1. the presentation of the whole lesson to the entire group,				
2. a firm-up period when the teacher can firm individuals having difficulty on that day's or a previous day's lesson,				
3. students to complete their independent work,				
4. the teacher to check, and the students to correct, that day's independent work.				
C. Instructional schedules are prominently posted in every classroom.				
D. Adequate time is scheduled to accelerate achievement, or close the gap, in high priority academic areas.				
<i>Prekindergarten & Kindergarten</i>				
1. Prekindergarten schedules include structured, academic instruction in <i>language and reading</i> .				
2. Kindergarten schedules include structured, academic instruction in <i>language, reading, and mathematics</i> .				
<i>Students Functioning Below Grade Level</i>				
1. An extra language period is provided to such children in PK, K, and first grade.				
2. An extra reading period is provided to such children at every grade level.				
3. An extra math period is provided to such children at or above the kindergarten level.				
IV. Staff Development				
A. All staff receive sufficient training and support to master the content they are teaching, the procedural aspects of presenting lessons and managing behavior, and the organizational knowledge and skills to create and sustain an effective school.				

Effective Schools: An Implementation Checklist, continued

	This Checklist Item Occurs			
	Seldom	Some- times	Usually	Always
<i>Preservice</i>				
1. Preservice training familiarizes staff with the model of effective schools, including the scope and sequence of the implementation process.				
2. Preservice training prepares staff to effectively present the academic lessons encountered during the first 8 weeks of school.				
3. Preservice training prepares staff to initiate a behavior management system that is effective, efficient, and positive.				
4. Extra preservice training is provided to staff needing additional assistance to reach acceptable levels of proficiency.				
<i>Inservice</i>				
1. Regularly scheduled inservice training enables staff to extend or refine their understanding of the effective school model and its implementation.				
2. Regularly scheduled inservice training prepares staff to effectively present the content and mechanics of upcoming, new, or difficult lessons.				
3. Regularly scheduled inservice training prepares staff to extend and/or refine their behavior management system.				
4. Extra inservice training is provided to staff needing additional assistance to reach acceptable levels of proficiency.				
<i>Coaching</i>				
1. Specially trained coaches provide in-class coaching to all staff on a regular basis.				
2. The frequency of coaching is determined by the skill level of the teacher. Staff needing additional assistance receive extra coaching.				
3. Coaching routines are supplemented with opportunities for peer observation and support.				
4. Systematic procedures exist to develop and train an in-house coaching cadre.				
V. Behavior Management and Discipline				
A. All adults in the school treat students in a respectful, caring manner.				
1. Classroom and nonclassroom areas of the school are kept clean, neat, and attractive.				
2. Staff consistently initiate and model positive interactions with students.				
B. A schoolwide system designed to teach and reinforce responsible student behavior is implemented consistently in all classrooms and common areas.				

Effective Schools: An Implementation Checklist, continued

	This Checklist Item Occurs			
	Seldom	Some-times	Usually	Always
1. For each area, staff clearly explain and model all rules and expectations for student behavior.				
2. Staff consistently attend to appropriate student behavior at least three times more often than inappropriate behavior. If necessary, staff will “catch students being good.”				
3. Staff are consistent in providing positive feedback to students meeting expectations.				
4. Staff consistently implement the “prompt-tell-guide” strategy as a first or initial response to minor misbehavior.				
5. Staff consistently reteach appropriate behavior or routines whenever a <i>pattern</i> of misbehavior is apparent.				
6. Staff respond to persistent misbehavior with calm, consistent corrections and/or consequences.				
7. Chronically, difficult-to-manage students operate under special action plans designed to				
<ul style="list-style-type: none"> increase the frequency of expected or appropriate behavior while reducing the frequency of serious misbehavior. 				
<ul style="list-style-type: none"> provide staff with a consistent, measured response to serious misbehavior. 				
8. Each classroom has a system in place to recognize, reward, and celebrate academic achievements.				
<ul style="list-style-type: none"> Such recognition systems are effective with all students, not just the higher performers. 				
VI. Quality Assurance				
<i>Data Collection & Reporting</i>				
A. Data is systematically collected as a means to judge student progress and performance.				
<i>The Teacher</i>				
1. Administers and records the results of all mastery tests and rate and accuracy checkouts as they occur in each program.				
2. Maintains a daily record of lessons presented and mastered.				
3. Marks students’ independent work daily and records student grades.				
<i>The Principal</i>				
A. Collects, analyzes, summarizes, and reports upon data describing				
1. the allocation of instructional time during daily lessons (as observed by the principal),				

Effective Schools: An Implementation Checklist, continued

	This Checklist Item Occurs			
	Seldom	Some-times	Usually	Always
2. the quantity of lessons completed (as reported by the teacher),				
3. rates of student engagement and success during daily lessons (as observed by the principal),				
4. error correction and reinforcement ratios during daily lessons (as observed by the principal),				
5. the results of mastery tests and rate and accuracy checkouts (as reported by the teacher),				
6. the fidelity of program implementation during daily lessons (as observed by the principal).				
<i>The Student Learning Environment</i>				
A. Student performance and academic progress are frequently monitored and timely interventions made to ensure every child the maximum "opportunity to learn."				
1. Teacher requests for assistance are responded to in a timely manner by support and/or supervisory personnel.				
2. Teachers meet regularly with support personnel (e.g., coaches and/or facilitators) to assess student and group performance.				
3. Teachers and support personnel meet with the principal on a regularly scheduled basis to assess student and group performance.				
4. Individual students or groups performing below acceptable levels for more than 1 week are targeted for special monitoring and/or assistance.				
5. Special action plans that provide intensive support are implemented to solve persistent student or group performance problems. These plans are systematically monitored by support personnel under the direction of the principal.				
B. Staff input is sought and utilized in judging the adequacy of student support services.				
1. Regular surveys of staff elicit feedback regarding the effectiveness of student support services, as well as the need to modify or add to such services.				
2. The principal follows up such surveys by meeting with staff to discuss problems and solutions related to student support services.				
<i>The Staff Learning Environment</i>				
A. Staff performance and instructional progress are frequently monitored and timely interventions made to ensure every staff member (and, by extension, every student) the maximum "opportunity to learn."				

Effective Schools: An Implementation Checklist, continued

	This Checklist Item Occurs			
	Seldom	Some- times	Usually	Always
1. The principal ensures that formal or announced observations are preceded by a conference to review procedures that prepare the teacher to effectively present and the observer to efficiently observe the lesson.				
2. The principal informally (unannounced) observes each teacher at least twice a month.				
3. The principal provides timely, written feedback after every formal or informal observation.				
4. The principal's written feedback identifies exemplary instructional behaviors as well as opportunities for instructional growth or improvement. The ratio of "glows" to "grows" is three-to-one or better.				
5. The principal ensures that, whether written or verbal, positive feedback to staff exceeds critical feedback by at least a three-to-one ratio.				
6. The principal's feedback to staff is clear, instructionally accurate, congruent over time, and consistent with that of other support or supervisory personnel.				
7. The principal follows up critical feedback to staff with actions that enable the teacher to meet expectations, and/or monitoring to ensure that the teacher subsequently meets expectations.				
8. The principal initiates special action plans that provide intensive support to solve persistent staff performance problems. These plans are systematically monitored by the principal and other supervisory personnel.				
B. The principal monitors the effectiveness of preservice and inservice training to ensure that				
1. sessions occur as scheduled and are attended by all requisite personnel,				
2. training adequately prepares staff to manage behavior efficiently and teach students effectively.				
C. The principal monitors the effectiveness of in-class coaching to ensure that				
1. adequate time is afforded each staff member.				
2. coaching time is prioritized according to the needs of individual staff members and/or student groups.				
3. coaches provides timely, written feedback after every visitation.				
4. the coach's written feedback identifies exemplary instructional behaviors as well as opportunities for instructional growth or improvement. The ratio of "glows" to "grows" is three-to-one or better.				

Effective Schools: An Implementation Checklist, continued

	This Checklist Item Occurs			
	Seldom	Some-times	Usually	Always
5. all feedback and/or assignments from coaches to teachers are clear, instructionally accurate, congruent over time, and consistent with that of other support or supervisory personnel.				
6. coaches or other support personnel follow up all assignments and critical feedback to staff with actions that enable the teacher to meet expectations, and/or monitoring to ensure that the teacher subsequently meets expectations.				
D. Staff input is sought and utilized in judging the adequacy of staff support services.				
1. Regular surveys of staff elicit feedback regarding the effectiveness of staff support services, as well as the need to modify and/or add to such services.				
2. The principal follows up such surveys by meeting with staff to discuss problems and solutions related to staff support services.				

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How A Principal Can Evaluate the Performance of A Direct Instruction Consultant

When a school is in its first years of implementing Direct Instruction, the support that the principal and the teaching staff receive from a Direct Instruction consultant plays a critical role. The questions below are designed to help school administrators in securing qualified consultants and in establishing agreements for services to be provided by the consultant.

Does your consultant

- help with scheduling DI and other subjects;
- help with testing, grouping, and regrouping students;
- help with initial ordering of Direct Instruction materials and in ordering needed materials throughout the school year;
- model-teach for teachers and actively coach teachers, rather than just observing teachers and leaving notes for the teacher;
- provide specific assignments to teachers on how to improve teach-

ing Direct Instruction and on what to do if students are not progressing at desired levels or are performing below mastery level;

- follow up on assignments given to teachers to determine if the teacher is implementing suggestions given on earlier days;
- encourage you to visit several teachers with her/him;
- work actively with the school literacy coach, having the literacy coach visit classrooms with the consultant;
- spend the entire day in direct work in classrooms or in training sessions for teachers and hold training sessions in the afternoon for teachers after the students leave;
- help you establish a system for receiving data on lesson progress and student performance on mastery tests and daily work;
- meet with the principal and coach to examine data, identify problems of inadequate student progress or

performance, and make plans to deal with these problems;

- meet with you at the end of his/her visit to go over what is right with your implementation and what is wrong in terms of data on student performance and on teacher lesson delivery;
- communicate to you the levels of performance that students need to achieve in Direct Instruction programs in order to be able to perform successfully on state tests;
- leave assignments for you and your literacy coach that are reasonable and understandable and focused on important issues;
- help you deal with teachers having implementation problems and resistant teachers;
- indicate deep knowledge of all DI programs used in your school, and present you with important new information about DI in general or your implementation specifically;
- provide support through phone conference when not on site;
- train the literacy coach on techniques to become an effective coach;
- train the principal and the coach to analyze data and make adjustments based on the data? **ADI**

RONALD C. MARTELLA and NANCY E. MARCHAND-MARTELLA, Eastern Washington University

A Description of the Language for Writing Program

Writing is one of the most important skills students learn in school. Much of what students are asked to do in school involves the writing process (e.g., papers, exams, homework, worksheets; Fredrick & Steventon, 2004). Writing is also related to reading. In fact, according to Juel (1988), in her

well-known longitudinal study of 54 children from first to fourth grades, poor readers appear to become poor writers—68% of poor readers were poor writers by fourth grade while 14% of good readers were poor writers. Thus, it is imperative to teach reading and writing skills early and to teach

these skills well. A new program designed to teach students to communicate effectively through spoken and written language is *Language for Writing* (Engelmann & Osborn, 2006). The purpose of this article is to highlight important aspects of this program.

Language for Writing Overview

Language for Writing is a revised and expanded version of the *Distar Lan-*

guage III program. It is the third level in a series of Direct Instruction language programs. *Language for Writing* follows the *Language for Learning* and *Language for Thinking* programs. The program includes 140 lessons and is appropriate for second- and third-grade students who have completed or almost completed *Language for Thinking* and the following students who pass the *Language for Writing* placement test: second- through fourth-grade students, upper-elementary and middle-school students of any age who are in Title I or special education programs, older students in speech-correction and language classes, and bilingual and ESL students who have mastered basic English.

The program is composed of teacher-directed and independent student activities. The teacher-directed activities take approximately 30 minutes, while the independent student activities take approximately 15 to 30 minutes. The first 10 lessons of this program are a review of the concepts and skills taught in *Language for Thinking*. Teachers well versed in Direct Instruction may decide to skip the first 10 lessons and begin at Lesson 11 for those students who completed *Language for Thinking*; however, going through the first 10 lessons “the fast way” will reorient students for the new content forthcoming in *Language for Writing*.

Language for Writing has the following program materials:

- two teacher presentation books (A and B) each containing 70 lessons with 14 program assessments delivered at 10-lesson intervals
- student workbook where students complete exercises as part of the lesson starting at Lesson 5

- student textbook involving daily and more extensive writing assignments completed on lined paper
- teacher’s guide including placement test, practice lessons, family letters, behavioral objectives, skills profile chart blackline masters, group summary chart, daily record keeping chart, and extra help practice sheet blackline masters
- answer key with textbook, workbook, and assessment answers
- standardized-test practice items available at: SRAonline.com (available after every 10th lesson starting with Lesson 30).

Language for Writing includes presentation techniques evident in other Direct Instruction programs. These techniques include: presenting lessons in an effective manner, signaling student responses, repeating responses until firm, presenting individual turns, providing students feedback, and making effective corrections. Thus, teachers familiar with Direct Instruction programs will make an easy transition into this well-developed writing program.

LESSON 51

GROUP ACTIVITY

Exercise 1

Verbs

1. We’re going to talk about verbs. Every sentence has a verb. The verb is always in the predicate. It’s usually the first part of the predicate.
 - Everybody, is the verb ever in the subject? (Signal.) No.
 - Is the verb always in the predicate? (Signal.) Yes.
 - Where do you usually find it in the predicate? (Signal.) *In the first part of the predicate.*
(Repeat part 1 until all responses are firm.)
2. Now I’m going to say some sentences.
 - || To correct: Repeat any items that give the students trouble.
 - a. Listen. The boy ate ice cream.
 - Say it. (Signal.) *The boy ate ice cream.*
 - What’s the subject? (Signal.) *The boy.*
 - What’s the predicate? (Signal.) *Ate ice cream.*
 - What’s the first word in the predicate? (Signal.) *Ate.*
That’s the verb.
 - b. Listen. The boy ran to the store.
 - Say it. (Signal.) *The boy ran to the store.*
 - What’s the subject? (Signal.) *The boy.*
 - What’s the predicate? (Signal.) *Ran to the store.*
 - What’s the first word in the predicate? (Signal.) *Ran.*
That’s the verb.
 - c. Listen. A frog has long legs.
 - Say it. (Signal.) *A frog has long legs.*
 - What’s the subject? (Signal.) *A frog.*
 - What’s the predicate? (Signal.) *Has long legs.*

- What’s the first word in the predicate? (Signal.) *Has.*
That’s the verb.
 - d. Listen. Those girls are tall.
 - Say it. (Signal.) *Those girls are tall.*
 - What’s the subject? (Signal.) *Those girls.*
 - What’s the predicate? (Signal.) *Are tall.*
 - What’s the verb? (Signal.) *Are.*
 - e. Listen. A fish swam.
 - Say it. (Signal.) *A fish swam.*
 - What’s the subject? (Signal.) *A fish.*
 - What’s the predicate? (Signal.) *Swam.*
 - What’s the verb? (Signal.) *Swam.*
There’s only one word in the predicate, so that word has to be the verb.
 - f. Listen. His bike is green.
 - Say it. (Signal.) *His bike is green.*
 - What’s the subject? (Signal.) *His bike.*
 - What’s the predicate? (Signal.) *Is green.*
 - What’s the verb? (Signal.) *Is.*
 - g. Listen. Bill cut the grass.
 - Say it. (Signal.) *Bill cut the grass.*
 - What’s the subject? (Signal.) *Bill.*
 - What’s the predicate? (Signal.) *Cut the grass.*
 - What’s the verb? (Signal.) *Cut.*
- (Repeat part 2 until all responses are firm.)

WORKBOOK ACTIVITIES

Exercise 2

Verbs

- Everybody, open your workbook to lesson 51. Find part A. ✓
- 1. You will circle the subject and underline the predicate in each sentence. Then you’ll make a **v** above each verb.
 - What are you going to make above the verb in each sentence? (Signal.) *A v.*
- 2. Now we will work some of the items.
 1. Sentence 1. *The boy ate ice cream.*
 - What’s the subject? (Signal.) *The boy.*

Program Content and Organization

The concepts and skills taught in *Language for Writing* are organized into seven groups: (a) sentences, (b) grammar, (c) thinking skills, (d) punctuation and capitalization, (e) interpreting written texts, (f) writing narratives about pictures, and (g) specific writing skills.

Sentences. This group addresses five specific areas of knowledge: discriminating sentences from nonsentences; making up sentences with subjects and verbs given; identifying sentences as statements, questions, or commands; determining if sentences

describe one thing or more than one thing; and transforming statements into questions.

Grammar. In this group students learn the following: identifying verbs, nouns, adjectives, and pronouns; determining subject-verb agreement; identifying present, past, and future tense; and joining words in compound sentences.

Thinking skills. This group focuses on the following vocabulary development and logical reasoning skills: synonyms and opposites, classification concepts, definitions, true/false/maybe statements, analogies, deductions, and discovering and following rules.

Punctuation and capitalization. In this group, students learn the mechanics of writing including: periods and question marks, capitalization, commas, quotation marks, paragraph indentations, contractions, abbreviations, and possessives.

Interpreting written texts. In this group, students learn various techniques for gaining information from written texts including: following oral directions, comprehending sentences and paragraphs, drawing inferences from stories, interpreting tables and diagrams, and outlining.

Writing narratives about pictures. This group involves writing sentences and stories about pictures. This group is the most extensive in the program.

Specific writing skills. In this group, students work on specific writing skills such as determining differences between general and specific directions, making comparisons, writing instructions, completing a story, retelling, summarizing, making decisions, and proofreading.

A sample lesson (Lesson 51) from *Language for Writing* follows.

Field Test

Martella and Waldron-Soler (2005) conducted a 1.5-year program evaluation of the *Language for Writing* program with 126 second- through fifth-grade students (105 general education students in Grades 2 and 3 and 21 special education resource room students in Grades 3 through 5). A high percentage of these students were African American and/or Hispanic. Ten classrooms participated from across the country. The number of lessons completed ranged from 70 to 140. All students were pre- and posttested using the Test of Written Language—3 (TOWL—3). Data were also gathered on errors, lesson duration, lesson ratings, mastery test performance, and social validity. Statistically significant gains from pre- to posttest were found

- What's the predicate? (Signal.) *Ate ice cream.*
- What's the verb? (Signal.) *Ate.*
- Circle the subject. Underline the predicate. Then make a **v** above the verb.
(Observe students and give feedback.)
- 2. Sentence 2. **The boy ran to the store.**
 - What's the subject? (Signal.) *The boy.*
 - What's the predicate? (Signal.) *Ran to the store.*
 - What's the verb? (Signal.) *Ran.*
 - Circle the subject. Underline the predicate. Then make a **v** above the verb.
(Observe students and give feedback.)
- 3. Sentence 3. **A frog has long legs.**
 - What's the subject? (Signal.) *A frog.*
 - What's the predicate? (Signal.) *Has long legs.*
 - What's the verb? (Signal.) *Has.*
 - Circle the subject. Underline the predicate. Then make a **v** above the verb.
(Observe students and give feedback.)
- 4–8. Work the rest of the items.
(Observe students and give feedback.)

Exercise 3

Quotation Marks and Commas

- Everybody, find part B in your workbook. ✓
- 1. Everybody, punctuate sentence 1. Put in the quotation marks, the capital letters and the comma. Put your pencil down when you're finished.
(Observe students and give feedback.)
Key:
 - 1. They said, "Let's go swimming."
 - What words did they say? (Signal.) *Let's go swimming.*
They say the same thing in the next sentence.

- 2. Everybody, read sentence 2. (Signal.) *Let's go swimming they said.*
 - Everybody, what words did they say in this sentence? (Signal.) *Let's go swimming.*
 - Draw a line under those words. ✓
 - What do we put at the beginning of what they said? (Signal.) *A quotation mark.*
 - What kind of letter comes right after the quotation mark? (Signal.) *A capital letter.*
 - What do we put at the end of what they said? (Signal.) *A quotation mark.*
 - What do we need just before the last quotation mark? (Signal.) *A comma.*
 - Everybody, write in the punctuation marks for sentence 2. Put your pencil down when you're finished.
(Observe students and give feedback.)
Key:
 - 2. "Let's go swimming," they said.
- 3. Everybody, punctuate sentence 3. Put in the quotation marks, the capital letters and the comma. Put your pencil down when you're finished.
(Observe students and give feedback.)
Key:
 - 3. Luis said, The baby is asleep."
 - What words did Luis say? (Signal.) *The baby is asleep.*

- 4. Everybody, read sentence 4. (Signal.) *The baby is asleep Luis said.*
 - Everybody, what words did Luis say in this sentence? (Signal.) *The baby is asleep.*
 - Draw a line under those words. ✓
 - What do we put at the beginning of what Luis said? (Signal.) *A quotation mark.*
 - What kind of letter comes right after the quotation mark? (Signal.) *A capital letter.*
 - What do we put at the end of what Luis said? (Signal.) *A quotation mark.*
 - What do we need just before the last quotation mark? (Signal.) *A comma.*

for all classrooms involved in the evaluation on the TOWL—3. Gains were evident across both general and special education populations.

Summary

This program provides focused instruction that helps students become comfortable with the demands of writing. If teachers are searching for a program that builds language and writing skills, *Language for Writing* is a logical choice. If teachers are searching for a program for students who struggle with writing such as those in Title I, special education, speech/language, or bilingual/ESL programs, *Language for Writing* offers a structured approach in learning writing skills and applying them to different contexts. **ADI**

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- Everybody, punctuate sentence 4. Put your pencil down when you're finished. (Observe students and give feedback.)
Key:
4. "The baby is asleep," Luis said.
- 5. Punctuate the rest of the items. (Observe students and give feedback.)

TEXTBOOK ACTIVITIES



Exercise 4

Modifiers in the Predicate

- Everybody, open your textbook to lesson 51. Find part A. ✓
- Under the picture are sentences that tell about the picture. You're going to make each sentence more specific by changing the predicate.
 - Sentence 1. **The woman is next to the car.**
 - What's the subject of that sentence? (Signal.) *The woman.*
 - What's the predicate of that sentence? (Signal.) *Is next to the car.*
 - The woman is next to the car that is different from the other car. How is the car next to the woman different from the other car? (Signal.) *It's red.*
 - So the sentence you'll write is: **The woman is next to the red car.** Write sentence 1. (Observe students and give feedback.)
 - Sentence 2. **The man is next to the car.**
 - Write the sentence with a predicate that tells more about that car. (Observe students and give feedback.)
 - (Call on a student to read the new sentence. Idea: *The man is next to the yellow car.*)
 - Sentence 3. **The man will drive the car.**

- Write the sentence with a predicate that tells which car the man will drive. (Observe students and give feedback.)
- (Call on a student to read the new sentence. Idea: *The man will drive the yellow car.*)

Exercise 5

Writing Sentences about Pictures

(The students are not to write anything during parts 1 through 4.)

- Everybody, find part B your textbook. Look at the picture. ✓
- 1. This picture shows what the man did on a hot day.
 - You're going to write sentences about the picture. The first sentence is already written. It says: **The sun felt very hot.** Everybody, say that sentence. (Signal.) *The sun felt very hot.*
- 2. The picture gives clues about what the man did. Name some of the things he did. (Call on individual students. Ideas: *He took off his coat. He took off his tie. He unbuttoned his shirt.*)
- 3. You're going to copy the first sentence. Then you'll write three sentences that tell what the man did.
 - I'll say the three things the man did: The man took off his coat. He took off his tie. He unbuttoned his shirt. (Signal.) *He unbuttoned his shirt.*
 - Once more: The man took off his coat. Say it. (Signal.) *The man took off his coat.* He took off his tie. Say it. (Signal.) *He took off his tie.* He unbuttoned his shirt. Say it. (Signal.) *He unbuttoned his shirt.*
 - Listen. What did he do after he took off his coat? (Signal.) *He took off his tie.* What did he do after he took off his tie? (Signal.) *He unbuttoned his shirt.*

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Lesson 51

- You may want to use some of the words from the word box. Follow along as I read them.

coat	tie	shirt
took off	unbuttoned	

- Copy the first sentence, then stop. ✓
- Now write three or more sentences about what the man did. Start each sentence with **The man** or **He**.
 - Remember to tell what he **did**, not what he is doing. Put your pencil down when you are finished. (Observe students and give feedback.)
- (Call on individual students to read their sentences. *The sun felt very hot.* Ideas: *The man took off his coat. He took off his tie. He unbuttoned his shirt.*)

Note: The students' sentences should be in the past tense.

INDEPENDENT ACTIVITIES

Exercise 6

Independent Work

- Everybody, you're going to work the rest of the items in lesson 51 on your own. You're going to read the instructions and work the items.
- Remember to start with lesson 51 in your workbook. Then go to lesson 51 in your textbook. Work all the items under the heading Independent Work. ✓

Exercise 7

Workcheck and Scoring

(When the students have finished their workbook and textbook activities, do the workcheck. The workcheck and scoring procedures are found at the front of the Answer Key.)

Lesson 51

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Expressive Writing 1 and 2:

A Review of the Revised Programs

The *Expressive Writing* series includes two levels: *Expressive Writing 1* and *Expressive Writing 2*. A revised edition of the program is now available.

Expressive Writing 1 is a 55-lesson program designed for students in Grades 3 through high school who haven't mastered foundational writing skills. Generally, these are students who haven't had previous writing instruction or who haven't been able to benefit from writing instruction because of serious language or reading problems. When you read these students' writing, it is difficult to identify sentences. There's little continuity in their writing—you can't follow what they're trying to say. These students make frequent grammatical errors.

At the conclusion of *Expressive Writing 1* students are able to: write a paragraph that describes a sequence of related actions using simple declarative sentences, punctuate sentences correctly, begin sentences with a capital and end sentences with a period, write consistently in the past tense, include sufficient detail, and stay on the topic.

Expressive Writing 2 consists of a 10-lesson preprogram that reviews the major skills taught in *Expressive Writing 1* and a 50 lesson regular program. *Expressive Writing 2* is designed for students who can write in a way that shows an understanding of basic sentence construction but whose writing indicates problems with clarity, use of quotes, and use of a variety of sentence types. These students can construct a simple paragraph with few grammar or punctuation errors but have difficulty writing more complex passages.

Expressive Writing 2 focuses on these skills:

1. writing clearly (using pronouns clearly and including details that are necessary for clarity);
2. writing with a variety of sentences: sentences that begin with a dependent clause, sentences that contain a series, and some compound sentences;
3. writing what people say and appropriately paragraphing their conversations; and
4. editing for clarity, punctuation, paragraphs, and sentence forms.

What Is New in the Revision

Both *Expressive Writing* programs were revised during the 2004–2005 school year. Although the changes in the program are not dramatic, it would be somewhat difficult, but possible, to use the old teacher books with the new workbooks and visa versa. Below are some of the major features of the revision.

1. periodic mastery tests that test specific skills and writing applications are incorporated into the program;
2. a new placement test procedure that provides guidance in placing the students in *Expressive 1* or *2* or indicates if students are too advanced for *Expressive* programs;
3. more detailed guidance is provided in the teacher's guide for presenting story-writing activities;
4. exercises that provide more oral practice on telling important details in a story appear several lessons before the students write a passage;
5. greater diversity in names of characters and pictures;
6. a number of pictures were redrawn to more clearly show critical features;

7. student workbook and teacher presentation book have lesson designations on each page, making it easier to locate specific lessons;
8. behavioral objectives are specified for each exercise in the program.

How the *Expressive Writing* Program Is Unique

The *Expressive Writing* program utilizes an instructional design that's different from most writing programs in 10 ways.

1. The material is organized according to strict instructional-design conventions.

Expressive Writing is organized so that all the skills a student needs in order to do a writing assignment are taught. New information is introduced in manageable chunks, and adequate practice is provided for students to master each component skill. A typical lesson consists of a small amount of new material and practice exercises that require students to apply much of the previously taught content.

2. *Expressive Writing* provides the teacher with explicit strategies for teaching the various skills students need.

Many programs provide only general guidance for how to teach writing skills. Teachers are expected to come up with clear explanations and provide sufficient practice. In the *Expressive Writing* programs, teachers are provided with specific strategies that have been field tested and shaped by the amount of repetition and practice the field-test students needed to master the content. The presentation book provides a script with clear wording for each example and a sufficient number of examples to show how a concept or information is to be applied.

The ultimate test of a well designed program is the teacher's ability to correct students' mistakes. If the teacher can correct all mistakes by referring to something that students have already

been taught in the program, the program is well designed. In a well designed program, the teaching always comes first, and the applications follow. All applications are designed to use exactly what the students have been taught. Therefore, the teacher is always able to correct mistakes that students make during exercises by referring to what they have already been taught.

In contrast, the poorly designed program makes it difficult to correct mistakes because the preteaching is inadequate. The teacher therefore has to correct the mistake not by simply referring to what the students have already been taught, but by providing new teaching. This new teaching takes time and makes the exercise laborious. Also, the teaching will probably fail because it is not scheduled so that students practice the skill over a few lessons and then receive massed practice in applying the skill. The correction usually takes the form of a lecture or a speech, with no performance requirements from the student except to listen and try to understand.

3. *Expressive Writing* uses a *track* design.

A track is an ongoing series of exercises that teaches a particular skill or topic, such as editing run-on sentences or writing past-tense verbs. Within each track exercises are graded in difficulty so that the student starts with relatively simple examples and moves to more difficult ones. Each lesson generally includes work from three to five tracks. A track design enables the teacher to introduce a manageable amount of new information each day while providing the students with practice in what they have worked on the previous day and the days before that.

4. *Expressive Writing* is designed so that everything that is taught is integrated into passage writing.

All skills that are taught are integrated and applied in passage-writing exercises. For instance, after students learn

about punctuating sentences that have direct quotes they are required to write passages in which they tell the exact words characters say.

5. The *Expressive Writing* programs build writing skills around pictures and picture sequences.

Unlike the program sequence that starts with assignments that require students to describe an experience or make up an imaginary narrative, the

The ultimate test of a well designed program is the teacher's ability to correct students' mistakes.

Expressive Writing programs use carefully designed picture sequences as the vehicle for teaching writing.

The use of pictures has several advantages:

- Pictures give the students and the teacher a common concrete referent. A picture that shows several people painting a room presents the same basic information to all students and the teacher. If the task requires the students to report on what the people did, the picture stands as the source of evidence. This context is far less unwieldy than that in which beginning students write about something in their imagination and the teacher has to try to infer what they are trying to express and then has to work on helping the students express their thoughts.
- Because students have the same referent, the number and type of corrections that the teacher makes is reduced over those that occur with less specific referents. The standard correction involves referring to the picture and testing

whether the student's description matches details of the picture.

- Pictures control and limit the vocabulary the students are to use. It is therefore possible to list a few words that will be used by all students who report on what a picture shows.
 - Reporting on pictures also makes it more manageable to specify the sentence types the students are to use. If their sentences first name and then tell about things or activities in the picture, the students are less likely to write involved and unmanageable sentences. In contrast, the assignments for writing about personal experiences and the like may prompt students to become embroiled in complicated sentences resulting in problems with clarity and punctuation.
 - Reporting on pictures provides a good base from which to introduce making inferences. All inferences are based on evidence. For the basic picture tasks, the evidence is in the pictures. The student who is practiced in writing sentences that report on what pictures show is in a better position to use the evidence in pictures to make inferences.
- ### 6. *Expressive Writing* incorporates editing as an integral part of the writing process.

Students who have a fragile grasp of writing make many mistakes they wouldn't make if they reread their work carefully. Editing one's own writing—rereading a written passage for specific criteria—is incorporated into writing exercises throughout *Expressive Writing*. After writing a passage students reread what they wrote for several specified "checks." These "checks" are always based on skills and information that have been taught earlier in the program.

7. *Expressive Writing* is organized so that new content is introduced through a four-step procedure:

1. Students first learn a particular skill over a period of 3–5 consecutive lessons, practicing that skill in verbal and workbook exercises.
2. Students edit printed passages in their workbook that contain violations involving the newly taught skill.
3. Students receive writing assignments that integrate the particular skill with earlier-taught skills.
4. Students edit their own writing for usage or violations of that skill as well as other skills introduced earlier in the program.

The program incorporates rereading and checking passages as a standard part of all passage-writing assignments. The likelihood of students becoming successful editors is increased by the practice they receive in editing the writing of others. Through this practice, students become proficient in searching for violations of capitalization, punctuation, noun–verb agree-

ment, tense, and “run-ons.” Writing assignments require students to apply the same editing strategies to their own work.

8. *Expressive Writing* systematically teaches students to write a variety of sentence types.

The basic sentence, the simple declarative sentence, is taught first. The program teaches students a simple but powerful strategy for constructing these sentences—the sentence first names (somebody or something) and then tells more (such as what the person did or where the object was). Here are some examples:

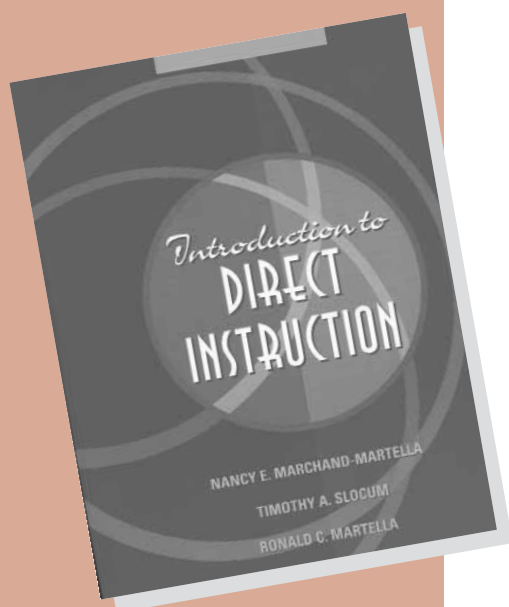
“Jason ran home after school.”

“I found my ring next to the sidewalk.”

“That bike needs two new tires.”

Here are advantages for initially teaching students to write basic sentences:

- When the student writes in basic sentences, punctuation–capitalization requirements are minimized. Most of these sentences require only a capital letter at the beginning of the sentence and a period at the end. Because the sentences are mechanically easy, students are able to concentrate more on the content.
- The simple sentence that names and tells what a person or thing did requires writing in the active rather than passive voice. The active voice makes it more likely that the writing will be clear. Furthermore, the sentences are more familiar and easier for students to construct.
- The simple sentence provides the teacher with the basic strategy for correcting errors of omitted capitals and periods. The teacher directs students to the part that names and the part that tells more. This strategy enables the writer to determine



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where the capital letter goes and where the period goes.

- Learning about basic sentences establishes a foundation skill that leads naturally to writing more complex sentences. Once the student has mastered basic sentences, the program shows the student how to create sentence transformations. For instance, the sentence, “John ran home after school,” may be transformed into the sentence, “After school, John ran home.” Also, two basic sentences may be combined to create a compound sentence: “John ran home after school, but his sister got there first.”
- The program teaches that any change in the basic sentence requires changes in punctuation. If a sentence does not begin with the part that names, a comma is needed to mark the part that names. For example, in the sentence, “When the sun came up, the birds began to sing,” a comma is needed before the part that names because the sentence is not in its regular order. If the sentence has the word *and* deleted, a comma shows where the deletion occurred. For example, If the first *and* in the sentence, “The

girl ran and swam and climbed,” is deleted, a comma marks where the *and* should be “The girl ran, swam and climbed.”

- Although punctuation and sentence variations build on basic sentences, basic sentences are not presented as inferior, even for the practiced writer. Basic sentences have a place in the most sophisticated writing.

9. *Expressive Writing* develops skills in writing in the simple past tense.

Many students aren’t consistent with tense in their writing, often switching from past to present in the middle of a sentence. In all writing assignments in *Expressive Writing*, the teacher directions indicate that students are to tell about what happened, not what is happening or what happens. By writing in the past tense, students practice the proper language of reports (such as news reports) and the most widely used tense for narrative writing.

10. *Expressive Writing* reduces confusion by not using grammatical terms.

Expressive Writing purposely avoids reference to the terms: *subject*, *predicate*, *noun*, *verb*, *pronoun*, and *adjective*. The reason for not using these terms is

that many older students have been introduced to these words, but are completely confused. Teaching effective writing does not require reference to these words. It requires providing practice in using words correctly and practice in identifying and creating basic sentence forms and their derivatives.

Summary

Expressive Writing has features shared with other instructional programs that are effective in teaching beginning skills.

1. The work seems relatively easy to the students because they succeed.
2. The skill introduction is cumulative. When a new skill is taught, it is practiced extensively for the remainder of the program.
3. All skills that the student needs for various applications are pretaught.
4. You can easily correct student errors by referring to information or skills that been pretaught. **ADI**

Importance of Behavior Management in First Grade

Below is a description of a study that points out the great importance of school administrators—from the superintendent down—ensuring that all children, and particularly the more at-risk urban boy, are guaranteed a first-grade experience that is conducive to future success.

The study showed that a disorderly first-grade classroom may well be a training ground for boys who become troublemakers in middle school.

Dr. Sheppard G. Kellman and colleagues from the university’s school of public health in Baltimore followed 680 children in that city who entered first grade in 1985. Half the pupils were in classroom environments that the researchers considered disruptive because teachers were unable to maintain order. The rest were randomly assigned to classrooms considered to be more orderly.

The two groups of children remained in their respective classrooms for 2 years. Afterwards, school officials went back to their usual procedures for making classroom assignments.

When the students reached sixth grade, the researchers checked back on the children from both kinds of classrooms who had behaved disruptively in first grade. They found that boys from disorderly first-grade classrooms were more likely to continue acting up in middle school than were boys from better-managed classrooms.

If you were an aggressive, disruptive first grader and you were in a

poorly managed classroom, the risk of being aggressive later on was 59 times that of average kids," Dr. Kellman says. "In well-managed classrooms, the same kid's risk would be three times that of the average child."

The problem, Dr. Kellman believes, is that disorderly classrooms never come together as learning environments. "And poor academic achievement reinforces students' aggression, so they have careers of aggressive behavior," he says. "And aggressive behavior gets

reinforced by other children who are also disruptive."

A more detailed report on the study can be found at <http://www.pdkintl.org/edres/resbul25.htm> **ADL**

DOUGLAS CARNINE, JERRY SILBERT, ED KAME'ENUI, SARA TARVER, and KATHY JONGJOHANN

Review of Teaching Struggling and At-Risk Readers: A Direct Instruction Approach

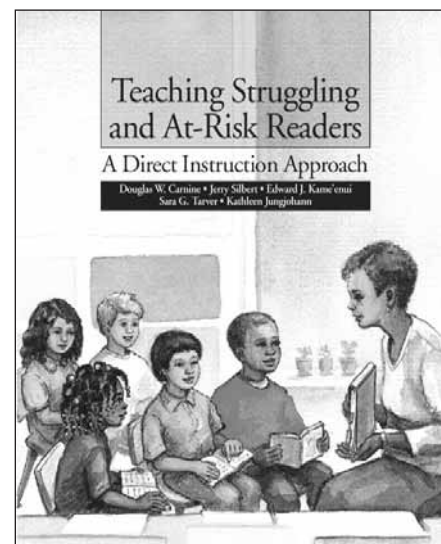
This text is an adaption of *Direct Instruction Reading*. In 1979, Charles Merrill Publishing Co. released the first edition of *Direct Instruction Reading* by Douglas Carnine and Jerry Silbert. *Direct Instruction Reading* presented principles that underlie the construction of the Direct Instruction reading programs and explained in detail how these principles could be applied to reading instruction. The text has been revised three times since its original publication, with the most recent edition published in 2004. Ed Kame'enui and Sara Tarver helped update *Direct Instruction Reading* to include the extensive research findings of the last three decades. In the fall of 2004, Merrill publishing approached the authors about doing a new edition targeted to be used during inservices for teachers in Grades K-3. The new text, unlike the DI Reading text, will be in soft cover and its price will be much less than the current hardcover textbook. The new text is entitled *Teaching Struggling and At-Risk Readers: A Direct Instruction Approach*. Kathy Jongjohann of the University of Oregon, who does extensive work with teachers, helped with this new edition.

The authors' motivation for working on this new book stems from the recognition that even though publish-

ers of most core reading programs have begun to incorporate the research findings into their new editions, there are great differences among the programs regarding their incorporation of instructional design principles; teachers must be prepared to make needed modifications and adjustments to these reading programs in order to ensure a successful learning experience for all students, particularly the at-risk child.

The text provides information on incorporating instructional design and delivery principles into daily instruction including: structuring initial teaching procedures so that the teacher presentation is clear, using language and demonstrations that can be understood by all children, sequencing the instruction of content to be sure that all essential skills and knowledge are taught in an aligned and coherent manner, using teacher presentation techniques that foster a high degree of interaction between teacher and student, and providing adequate practice and review to develop high levels of fluency and accuracy.

The text is divided into three parts. Part 1 presents a general overview of the elements that contribute to a reading program being effective with at-



risk students; separate chapters deal with instructional design principles and instructional delivery principles. Part 2 presents information on the teaching of specific skills. Part 2 is divided into five sections: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each section includes chapters that deal specifically with the beginning stage of instruction (the first several months) and the primary stage (mid-first through third grade). Part 3 deals with suggestions for organizing the school and classroom for reading instruction. There are separate chapters for kindergarten, first grade, and second and third grade. Each chapter on a grade level discusses the use of assessment in that grade level and how to establish programs for children at grade level and children below grade level. **ADL**

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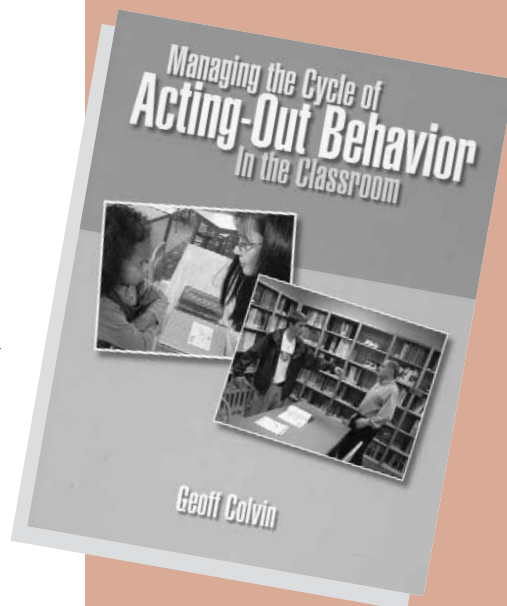
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This text is based on Dr. Colvin's 25 years of experience and research in working with the full range of problem behavior. He presents a model for describing acting-out behavior in terms of seven phases. A graph is used to illustrate these phases of escalating conflict. The information will enable the teacher or staff member to place the student in the acting-out sequence and respond appropriately. Well-tested, effective, and practical strategies are described in detail for managing student behavior during each phase of the cycle. The book also contains many helpful references as well as an extensive set of reproducible forms.

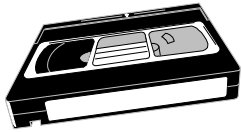
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\$28.00 list

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Videotapes on the Direct Instruction Model

ADI has an extensive collection of videos on Direct Instruction. These videos are categorized as informational, training, or motivational in nature. The informational tapes are either of historical interest or were produced to describe Direct Instruction. The training tapes have been designed to be either stand-alone training or used to supplement and reinforce live training. The motivational tapes are keynote presentations from past years of the National Direct Instruction Conference.

Informational Tapes

Where It All Started—45 minutes. Zig teaching kindergarten children for the Engelmann-Bereiter pre-school in the 60s. These minority children demonstrate mathematical understanding far beyond normal developmental expectations. This acceleration came through expert teaching from the man who is now regarded as the “Father of Direct Instruction,” Zig Engelmann. Price: \$10.00 (includes copying costs only).

Challenge of the 90s: Higher-Order thinking—45 minutes, 1990. Overview and rationale for Direct Instruction strategies. Includes home-video footage and Follow Through. Price: \$10.00 (includes copying costs only).

Follow Through: A Bridge to the Future—22 minutes, 1992. Direct Instruction Dissemination Center, Wesley Elementary School in Houston, Texas, demonstrates approach. Principal, Thaddeus Lott, and teachers are interviewed and classroom footage is shown. Created by Houston Independent School District in collaborative partnership with Project Follow Through. Price: \$10.00 (includes copying costs only).

Direct Instruction—black and white, 1 hour, 1978. Overview and rationale for Direct Instruction compiled by Haddox for University of Oregon College of Education from footage of Project Follow Through and Eugene Classrooms. Price: \$10.00 (includes copying costs only).

Training Tapes

The Elements of Effective Coaching—3 hours, 1998. Content in *The Elements of Effective Coaching* was developed by Ed Schaefer and Molly Blakely. The video includes scenarios showing 27 common teaching problems, with demonstrations of coaching interventions for each problem. A common intervention format is utilized in all scenarios. Print material that details each teaching problem and the rationale for correcting the problem is provided. This product should be used to supplement live DI coaching training and is ideal for Coaches, Teachers, Trainers. Price...\$395.00 Member Price...\$316.00

DITV—Reading Mastery 1, 2, 3 and Fast-Cycle Preservice and Inservice Training—The first tapes of the Level I and Level II series present intensive preservice training on basic Direct Instruction teaching techniques and classroom management strategies used in *Reading Mastery* and the equivalent lesson in *Fast-Cycle*. Rationale is explained. Critical techniques are presented and demonstrated. Participants are led through practical exercises. Classroom teaching demonstrations with students are shown. The remaining tapes are designed to be used during the school year as inservice training. The tapes are divided into segments, which present teaching techniques for a set of upcoming lessons. Level III training is presented on one videotape with the same features as described above. Each level of video training includes a print manual.

Reading Mastery I (10 Videotapes) \$150.00

Reading Mastery II (5 Videotapes) \$75.00

Reading Mastery III (1 Videotape) \$25.00

Combined package (*Reading Mastery I–III*) \$229.00

Corrective Reading: Decoding B1, B2, C—(2-tape set) 4 hours, 38 minutes + practice time. Pilot video training tape that includes an overview of the *Corrective* series, placement procedures, training and practice on each part of a decoding lesson, information on classroom management/reinforcement, and demonstration of lessons (off-camera responses). Price \$25.00.

Conference Keynotes

These videos are keynotes from the National Direct Instruction Conference in Eugene. These videos are professional quality, two-camera productions suitable for use in meetings and trainings.

Keynotes From the 2004 National DI Conference, July 2004, Eugene, Oregon

Conference attendees rated the keynotes from the 30th National Direct Instruction Conference and Institutes as one of the best features of the 2004 conference. Chris Doherty, Director of Reading First from the U.S. Office of Elementary and Secondary Education in Washington, DC, delivered a humorous, informative, and motivating presentation. Chris has been an advocate of Direct Instruction for many years. In his capacity with the federal government he has pushed for rules that insist on states following through with the mandate to use programs with a proven track record. The way he relates his role as a spouse and parent to his professional life would make this an ideal video for those both new to DI as well as veteran users. In the second opening keynote, Zig Engelmann outlines common misconceptions that teachers have about teaching and learning. Once made aware of common pitfalls, it is easier to avoid them, thereby increasing teacher effectiveness and student performance. Price: \$30.00

To the Top of the Mountain—Giving Kids the Education They Deserve—75 minutes. Milt Thompson, Principal of 21st Century Preparatory School in Racine, Wisconsin gives a very motivational presentation of his quest to dramatically change the lives of all children and give them the education they deserve. Starting with a clear vision of his goal, Thompson describes his journey that turned the lowest performing school in Kenosha, Wisconsin into a model of excellence. In his keynote, Senior Direct Instruction developer Zig Engelmann focuses on the four things you have to do to have an effective Direct Instruction implementation. These are: work hard, pay attention to detail, treat problems as information, and recognize that it takes time. He provides concrete examples of the ingredients that go into Direct Instruction implementations as well as an interesting historical perspective. Price: \$30.00

No Excuses in Portland Elementary, The Right Choice Isn't Always the Easiest, and Where Does the Buck Stop? 2 tapes, 1 hour, 30 minutes total. Ernest Smith is Principal of Portland Elementary in Portland, Arkansas. The February 2002 issue of *Reader's Digest* featured Portland Elementary in an article about schools that outperformed expectations. Smith gives huge credit to the implementation of DI as the key to his student's and teacher's success. In his opening remarks, Zig Engelmann gives a summary of the Project Follow Through results and how these results translate into current educational practices. Also included are Zig's closing remarks. Price: \$30.00

Lesson Learned...The Story of City Springs, Reaching for Effective Teaching, and Which Path to Success? 2 tapes, 2 hours total. In the fall of 2000 a documentary was aired on PBS showing the journey of City Springs Elementary in Baltimore from a place of hopelessness to a place of hope. The principal of City Springs, Bernice Whelchel, addressed the 2001 National DI Conference with an update on her school and delivered a truly inspiring keynote. She describes the determination of her staff and students to reach the excellence she knew they were capable of. Through this hard work City Springs went from being one of the 20 lowest schools in the Baltimore City Schools system to one of the top 20 schools. This keynote also includes a 10-minute video updating viewers on the progress at City Springs in the 2000–2001 school year. In the second keynote Zig Engelmann elaborates on the features of successful implementations such as City Springs. Also included are Zig's closing remarks. Price: \$30.00

Successful Schools...How We Do It—35 minutes. Eric Mahmoud, Co-founder and CEO of Seed Academy/Harvest Preparatory School in Minneapolis, Minnesota presented the lead keynote for the 1998 National Direct Instruction Conference. His talk was rated as one of the best features of the conference. Eric focused on the challenges of educating our inner city youth and the high expectations we must communicate to our children and teachers if we are to succeed in raising student performance in our schools. Also included on this video is a welcome by Siegfried Engelmann, Senior Author and Developer of Direct Instruction Programs. Price: \$15.00

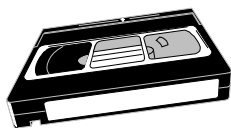
Commitment to Children—Commitment to Excellence and How Did We Get Here...Where are We Going?—95 minutes. These keynotes bring two of the biggest names in Direct Instruction together. The first presentation is by Thaddeus Lott, Senior. Dr. Lott was principal at Wesley Elementary in Houston, Texas from 1974 until 1995. During that time he turned the school into one of the best in the nation, despite demographics that would predict failure. He is an inspiration to thousands across the country. The second presentation by Siegfried Engelmann continues on the theme that we know all we need to know about how to teach—we just need to get out there and do it. This tape also includes Engelmann's closing remarks. Price: \$30.00.

State of the Art & Science of Teaching and Higher Profile, Greater Risks—50 minutes. This tape is the opening addresses from the 1999 National Direct Instruction Conference at Eugene. In the first talk Steve Kukic, former Director of Special Education for the state of Utah, reflects on the trend towards using research based educational methods and research validated materials. In the second presentation, ***Higher Profile, Greater Risks***, Siegfried Engelmann reflects on the past of Direct Instruction and what has to be done to ensure successful implementation of DI. Price: \$30.00

Fads, Fashions, & Follies—Linking Research to Practice—25 minutes. Dr. Kevin Feldman, Director of Reading and Early Intervention for the Sonoma County Office of Education in Santa Rosa, California presents on the need to apply research findings to educational practices. He supplies a definition of what research is and is not, with examples of each. His style is very entertaining and holds interest quite well. Price: \$15.00

Aren't You Special—25 minutes. Motivational talk by Linda Gibson, Principal at a school in Columbus, Ohio, successful with DI, in spite of minimal support. Keynote from 1997 National DI Conference. Price: \$15.00

continued on next page



Videotapes on the Direct Instruction Model...continued

Effective Teaching: It's in the Nature of the Task—25 minutes. Bob Stevens, expert in cooperative learning from Penn State University, describes how the type of task to be taught impacts the instructional delivery method. Keynote from 1997 National DI Conference. Price: \$15.00

Moving from Better to the Best—20 minutes. Closing keynote from the National DI Conference. Classic Zig Engelmann doing one of the many things he does well...motivating teaching professionals to go out into the field and work with kids in a sensible and sensitive manner, paying attention to the details of instruction, making sure that excellence instead of "pretty good" is the standard we strive for and other topics that have been the constant theme of his work over the years. Price \$15.00

One More Time—20 minutes. Closing from 1997 National DI Conference. One of Engelmann's best motivational talks. Good for those already using DI, this is sure to make them know what they are doing is the right choice for teachers, students, and our future. Price: \$15.00

An Evening of Tribute to Siegfried Engelmann—2.5 hours. On July 26, 1995, 400 of Zig Engelmann's friends, admirers, colleagues, and protégés assembled to pay tribute to the "Father of Direct Instruction." The Tribute tape features Carl Bereiter, Wes Becker, Barbara Bateman, Cookie Bruner, Doug Carnine, and Jean Osborn—the pioneers of Direct Instruction—and many other program authors, paying tribute to Zig. Price: \$25.00

Keynotes from 22nd National DI Conference—2 hours. Ed Schaefer speaks on "DI—What It Is and Why It Works," an excellent introductory talk on the efficiency of DI and the sensibility of research based programs. Doug Carnine's talk "Get it Straight, Do it Right, and Keep it Straight" is a call for people to do what they already know works, and not to abandon sensible approaches in favor of "innovations" that are recycled fads. Siegfried Engelmann delivers the closing "Words vs. Deeds" in his usual inspirational manner, with a plea to teachers not to get worn down by the weight of a system that at times does not reward excellence as it should. Price: \$25.00

Keynotes from the 1995 Conference—2 hours. Titles and speakers include: Anita Archer, Professor Emeritus, San Diego State University, speaking on "The Time Is Now" (An overview of key features of DI); Rob Horner, Professor, University of Oregon, speaking on "Effective Instruction for All Learners"; Zig Engelmann, Professor, University of Oregon, speaking on "Truth or Consequences." Price: \$25.00

Keynote Presentations from the 1994 20th Anniversary Conference—2 hours. Titles and speakers include: Jean Osborn, Associate Director for the Center for the Study of Reading, University of Illinois, speaking on "Direct Instruction: Past, Present & Future"; Sara Tarver, Professor, University of Wisconsin, Madison, speaking on "I Have a Dream That Someday We Will Teach All Children"; Zig Engelmann, Professor, University of Oregon, speaking on "So Who Needs Standards?" Price: \$25.00

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Title & Author	Member Price	List Price	Quantity	Total
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Theory of Instruction (1991) Siegfried Engelmann & Douglas Carnine	\$32.00	\$40.00		
Teach Your Child to Read in 100 Easy Lessons (1983) Siegfried Engelmann, Phyllis Haddox, & Elaine Bruner	\$16.00	\$20.00		
Structuring Classrooms for Academic Success (1983) S. Paine, J. Radicchi, L. Rosellini, L. Deutchman, & C. Darch	\$11.00	\$14.00		
War Against the Schools' Academic Child Abuse (1992) Siegfried Engelmann	\$14.95	\$17.95		
Research on Direct Instruction (1996) Gary Adams & Siegfried Engelmann	\$24.95	\$29.95		
Introduction to Direct Instruction N. E. Marchand-Martella, T. A. Slocum, & R. C. Martella	\$44.00	\$55.00		
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What is ADI, the Association for Direct Instruction?

ADI is a nonprofit organization dedicated primarily to providing support for teachers and other educators who use Direct Instruction programs. That support includes conferences on how to use Direct Instruction programs, publication of *The Journal of Direct Instruction (JODI)*, *Direct Instruction News (DI News)*, and the sale of various products of interest to our members.

Who Should Belong to ADI?

Most of our members use Direct Instruction programs, or have a strong interest in using those programs. Many people who do not use Direct Instruction programs have joined ADI due to their interest in receiving our semiannual publications, *The Journal of Direct Instruction* and *Direct Instruction News*. *JODI* is a peer-reviewed professional publication containing new and reprinted research related to effective instruction. *Direct Instruction News* focuses on success stories, news and reviews of new programs and materials and information on using DI more effectively.

Membership Options

- ☐ \$40.00 **Regular Membership** (includes one year subscription to ADI publications, a 20% discount on ADI sponsored events and on materials sold by ADI).
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- ✓ Canadian addresses add \$5.00 US to above prices.
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