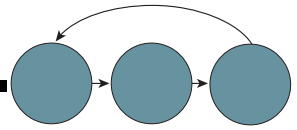
SECTION 1: INTRODUCTION AND OVERVIEW

Administrator Leadership Institute
Kurt Engelmann/Tara Davis



Administrator Institute for Implementing Direct Instruction

Goals:

The **goals** of the institute are to

- equip school and district administrators with the skills and knowledge they need to lead a Direct Instruction (DI) implementation successfully with additional expert support, and
- provide a framework for managing a DI implementation.
- help you realize your vision of your school with DI

Objectives:

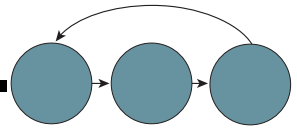
The **objectives** of the institute are fourfold. Participants will learn:

1. the components of a successful DI implementation and the advantages of implementing DI schoolwide;
2. the three functions of school administrators as they relate to providing instruction;
3. specific skills for supporting a DI implementation;
4. the different times of the school year when different types of support are needed.

Specific skills:

Among other **skills** acquired, participants will be able to:

- clearly define the roles teaching staff will perform as part of a DI implementation;
- set up a classroom for success in terms of time scheduled for instruction, the physical layout of the classroom and the behavioral expectations of students;
- conduct observations on critical aspects of DI delivery;
- identify basic problems of instruction by examining in-program data on student performance.



Focus Questions:

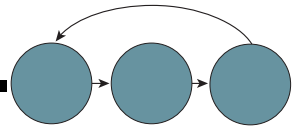
1. What are the goals of Direct Instruction (DI) and how does the DI approach facilitate achieving these goals?

2. What is a “full immersion” schoolwide implementation of Direct Instruction (DI) and why implement DI as core instruction?

3. What are the three functions of school leaders as they relate to providing instruction?

4. What should school leaders focus on at the beginning of the school year, the middle of the school year and the end of the school year?

5. What specific actions can school leaders take to support a Direct Instruction implementation?



Focus Questions:

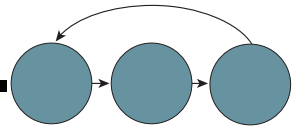
What are the goals of Direct Instruction?

For all children to master material at their performance levels every day, which will lay the foundation for increasing knowledge, skills and confidence.

For all children to learn critical background information and specific strategies systematically, which they can apply successfully to a wide variety of situations.

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

To provide a support system that works and can be maintained so acceleration can occur for all children throughout their years in school.



Schools achieve these goals through the "full immersion" implementation of DI

It involves:

- all students and staff
- all grade levels
- all resources at the school
- all relevant curricular areas to improve student performance using DI.

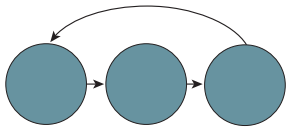
The school is oriented in every way to maximize student performance using DI.

Direct Instruction programs are used as the core instructional programs for reading, language, mathematics and spelling for all students.

Other supplemental materials provide additional practice only and do not involve instruction in these subject areas **even if the programs are being used before or after school**.

All interventions are done through the DI programs. Students are not pulled out for instruction in another program.

Students are fully immersed in the DI approach!



Advantages of Implementing DI as Core Instruction

- **DI was designed for all students from the beginning**.
- **Instruction is individualized to a high degree:**
  - Students are placed at their own skill level and progress at their own pace (subject to group/staff availability).
  - Fast cycle options are available for high performers.
- **Students master material, not just kind of learn it:**
  - they spend most of their time getting the right answer because of the small step, clear design.
  - when errors are dealt with right away, prevents reteaching, which takes much more time to do.
  - students' self image is so much higher!
- **Students may get confused with multiple approaches.**
- **One program simplifies implementation:**
  - Grouping is much easier when the whole school is involved.
  - Teachers don't have to learn two different programs with two different instructional approaches.
  - Data decision rules for determining when the second program is used, for how long, and with which students can be complex;
  - especially when the two programs are not designed to be taught together.
- **The cost of two programs adds unnecessary expense to school budgets.**

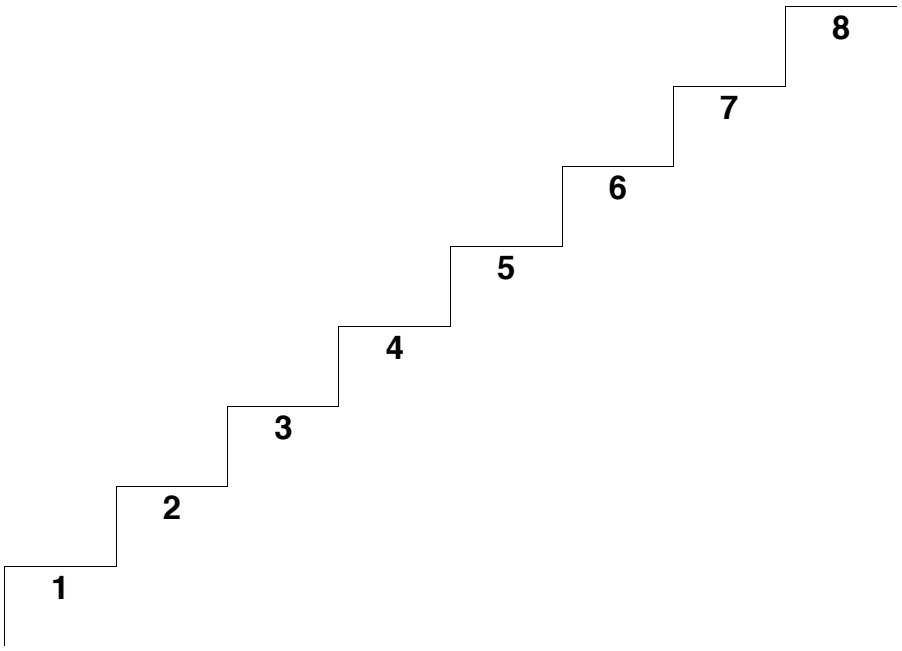
Direct Instruction Program Design

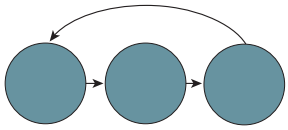
Features that Support Mastery

1. New parts of a lesson account for only 10 – 15 percent of the total lesson.

2. The design is somewhat like a staircase. Students who are placed appropriately move successfully through the program; however, the design potential is obliterated if students are not at mastery on each step.

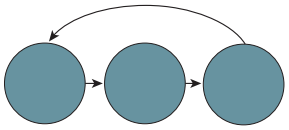
Mastery Teaching Staircase





Benefits of DI Program Design

- Design of DI guarantees that students who are at mastery will learn what is in the next lesson.
- Design guarantees that the students who are not at mastery will get farther behind.
- If taught to mastery, students retain information over the summer:
    - Document performance at end of year.
    - Start next year no more than four lessons behind where they were at end of preceding year.
- The design permits teachers to achieve reliable progress if they teach to mastery -- projections can be made accurately.
- The design requires teachers to individualize instruction. The teacher cannot teach to mastery without referring to student performance. Decisions are based on each student's behavior.



An Example of Incremental Step Design: Teaching How to do a Back Flip

DI principles, including an incremental step design, can be applied to a wide range of learning situations. An example is teaching a student how to do a back flip. Learning how to do a back flip can be challenging and intimidating to most students. A question:

- How long would it have taken you to learn to do a back flip in your prime?

As the accompanying video shows, with careful instruction, a pupil with pre-requisite skills can learn to do a back flip in a day!

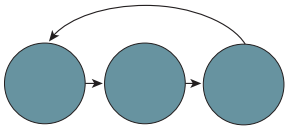
When watching the video, note:

- the approximate **number of steps** the instructor has isolated **and the scaffolding** for the steps;
- how he **assesses the performance** of the student at every step, which helps him adjust his instruction;
- how the student **practices each step** to mastery with positive feedback from the instructor;
- how the instructor **combines chains of steps** together after the student has mastered them.

All Direct Instruction (DI) programs incorporate these features, and when implemented with fidelity, they can lead to remarkable results. Teaching how to do a back flip provides a clear, visible example of an incremental step design. The DI programs have an even more complex incremental step design that is under the surface – and therefore harder to observe.

For school and district leaders, <u>knowledge of the specific steps is not important</u>. What's important to understand is that:

1. a sophisticated, incremental design is at the core of all of the DI programs, and
2. all students can succeed if they are placed appropriately and taught to mastery at each step of the learning process!



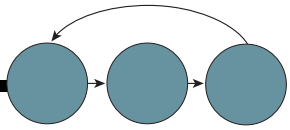
An Example of Incremental Step Design: Teaching How to do a Back Flip

Here are the approximate steps that the instructor used in the following order:

1. Backwards roll onto a low-lying mat
2. Jump/take-off and landing on feet
3. Lie on mat to practice extending hips
4. Jump backwards and land onto a raised mat without tucking
5. Practice tucking into a ball
6. Practice take off plus tucking and landing onto a raised mat
7. Add another mat for height
8. Practice landing –roll back onto the ground to the landing spot
9. Change height for landing
10. Combine jumping onto back on a raised mat & rolling to a landing
11. Spotting through the stages
12. Spotting faded
13. Mats removed
14. Successful independent back flip on a bare floor!

The steps are divided into three stages of instruction:

Yellow – acending part of the flip
Blue – release and landing
Green – combining steps and removing all scaffolding.

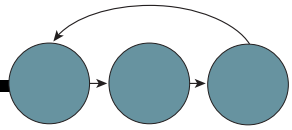


Learning to Decode with Reading Mastery

How Skills are Taught in RMSE K

Sounds → Words → Stories

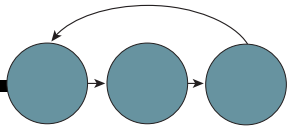
Lessons	60	61	62	63	64	65	66	67	68	69	70	71	72
Sounds		h			short u				g				l
Words				hot he hit his			run fun sun				rag rug		
Stories								he	sun				rug



Learning to Decode with Reading Mastery

Sound identification

- Letters are referred to as sounds, not letters.
- The alphabet is modified with each symbol representing a different sound.
- Symbols are designed to be unique and avoid confusing students.
- The introduction of similar sounds is spaced apart to avoid confusing students.
- Only lowercase letters are taught initially so students will only need to learn one symbol per sound.
- By the middle of Grade 1, all student materials appear in the regular alphabet.



Learning to Decode with Reading Mastery

ALPHABET AND PRONUNCIATION GUIDE

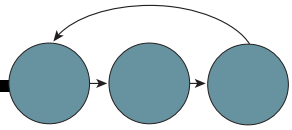
Symbol	Pronounced	As in	Voiced or Unvoiced *	Introduced in Lesson
a	aaa	and	v	1, 12
m	mmm	ram	v	4, 11
s	sss	bus	uv	9, 16
ē	ēēē	eat	v	19
r	rrr	bar	v	23
d	d	mad	v	27
f	fff	stuff	uv	31
i	iii	if	v	34
th	thhth	this and bathe (not thing)	v	38
t	t	cat	uv	41
n	nnn	pan	v	44
c	c	tack	uv	48
o	ooo	ox	v	51
ā	āāā	ate	v	58
h	h	hat	uv	61
u	uuu	under	v	64
g	g	tag	v	68
l	lll	pal	v	72
w	www	wow	v	76
sh	shshsh	wish	uv	80

Symbol	Pronounced	As in	Voiced or Unvoiced *	Introduced in Lesson
I	(the word I)		v	88
k	k	tack	uv	92
ō	ōōō	over	v	98
v	vvv	love	v	102
p	p	sap	uv	108
ch	ch	touch	uv	113
e	eee	end	v	118
b	b	grab	v	121
ing	iiing	sing	v	124
ī	īīī	ice	v	127
y	yyy	yard	v	131
er	urr	brother	v	135
x	ksss	ox	uv	139
oo	oooo	moon (not look)	v	142
j	j	judge	v	145
ȳ	īīī	my	v	149
wh	www or wh	why	v or uv	152
qu	kwww (or koo)	quick	v	154
z	zzz	buzz	v	156
ū	ūūū	use	v	158

* Voiced sounds are sounds you make by vibrating your vocal chords. You do not use your vocal chords for unvoiced sounds–you use air only. To feel the difference between voiced and unvoiced sounds, hold your throat lightly and say the sound ***vvv.*** You will feel your vocal chords vibrating. Then, without pausing, change the sound to ***fff.*** The vibrations will stop. The only difference between the sounds is that the ***vvv*** is voiced and the ***fff*** is not.

Sound Combinations, Digraphs, and Diphthon

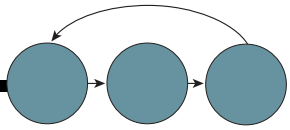
al (also)	er	sh
ar (arm)	ing	th
ch	oo	wh
ea (meat)	ou (out)	
ee (need)	qu	



Learning to Decode with Reading Mastery

Blending

- Sounding out without stopping allows students to combine sounds, a critical pre-reading skill.
- Children learn to say the sounds, then say the word “fast”.
- With this strategy, students learn to sound out and blend many words before being told the word. *They develop the independent facility for decoding words!*
- Using this decoding strategy allows students to read many more words than learning sight words.
- Irregular words are taught by sounding them out and then telling the students how we actually say them.
- Irregular words taught: *is, was, were, said, what, went, saw.*



Learning to Decode with Reading Mastery

Story reading

- Controlled text – all words that appear in a story are completely decodable.
- Students have read the words before they appear in stories.
- Students should be able to decode stories with a very high level of accuracy because they can read all the words in the story separately.
- Example: RMSE Grade 1, Lesson 51.

51

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

herself

EXERCISE 10

Two-part word

a. (Cover **self.** Point to **her.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Her.* Yes, **her.**
b. (Uncover **self.** Touch the ball for **herself.**) Now tell me what the whole word says. Get ready. (Signal.) *Herself.* Yes, **herself.**
c. (Repeat exercise until firm.)

house

EXERCISE 11

Read **ou** word the fast way

a. (Touch the ball for **house.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *House.* Yes, **house.**
b. (Point to **ou** in **house.**) Everybody, what do these letters say? (Signal.) *ou.* Yes, **ou.**
c. (Touch the ball for **house.**) Sound it out. Get ready. (Quickly touch **h, ou, s** as the children say:) *housss.*
d. What word? (Signal.) *House.* Yes, **house.**
e. (Repeat *c* and *d* until firm.)

tall

EXERCISE 12

al word

a. (Point to **al** in **tall.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **tall.**) Read this word the fast way. Get ready. (Signal.) *Tall.* Yes, **tall.**

far

EXERCISE 13

ar word

a. (Point to **ar** in **far.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **far.**) Read this word the fast way. Get ready. (Signal.) *Far.* Yes, **far.**

EXERCISE 14

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **about.** Pause two seconds.) Get ready. (Signal.) *About.* Yes, **about.**
c. (Repeat *b* for **ground, sound, shouted, clouds,** and **pouch.**)

about

ground

sound

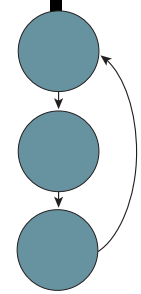
shouted

clouds

pouch

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)



1

the magic pouch

there was a little girl who lived nēar a tall mountain. the mountain was so tall that the top was alwāys in the clouds. the girl wanted to go to the top of the mountain, but her mother tōld her, "no." she said, "that mountain is stēēp. you would fīnd it very hard to get to the top."

but one dāy the little girl was sitting and looking at the mountain. she said to herself, "I would līke to see what is in thōse clouds at the top of the mountain. I think I will go up and see."

so the girl took her pet hound and started up the tall mountain. they went up and up. the sīde of

the mountain was very steep. up they went. the girl said to her hound, "do not fall. it is very far down to the ground."

soon the little girl and her hound came to the clouds near the top of the mountain. she said to her hound, "now we will see what is on the other side of those clouds."

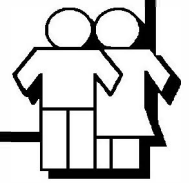
what do you think they will see on the other side of the clouds?

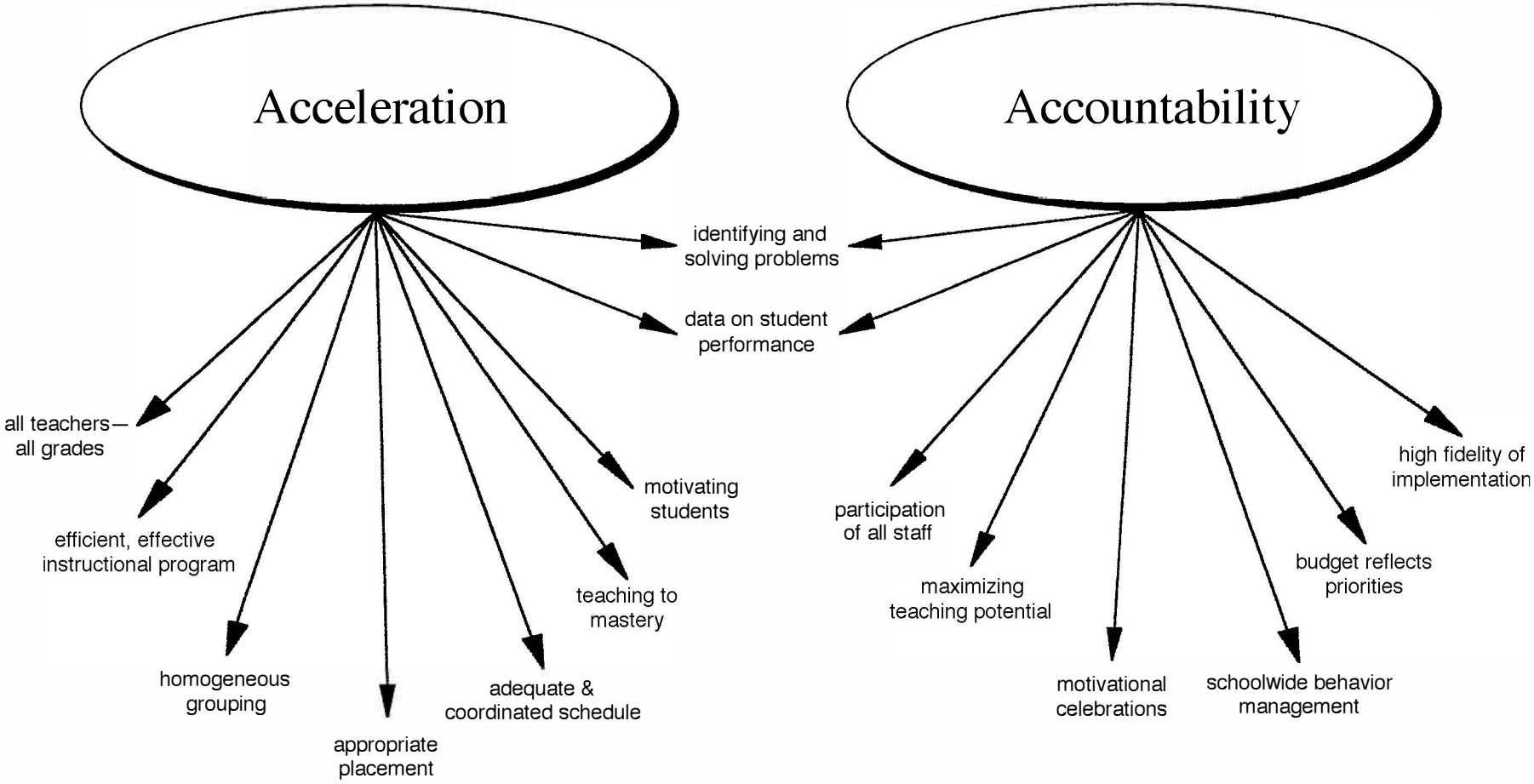
more to come

Formula: Do what it takes to be **accountable** for maximum **acceleration** in the performance of all students.

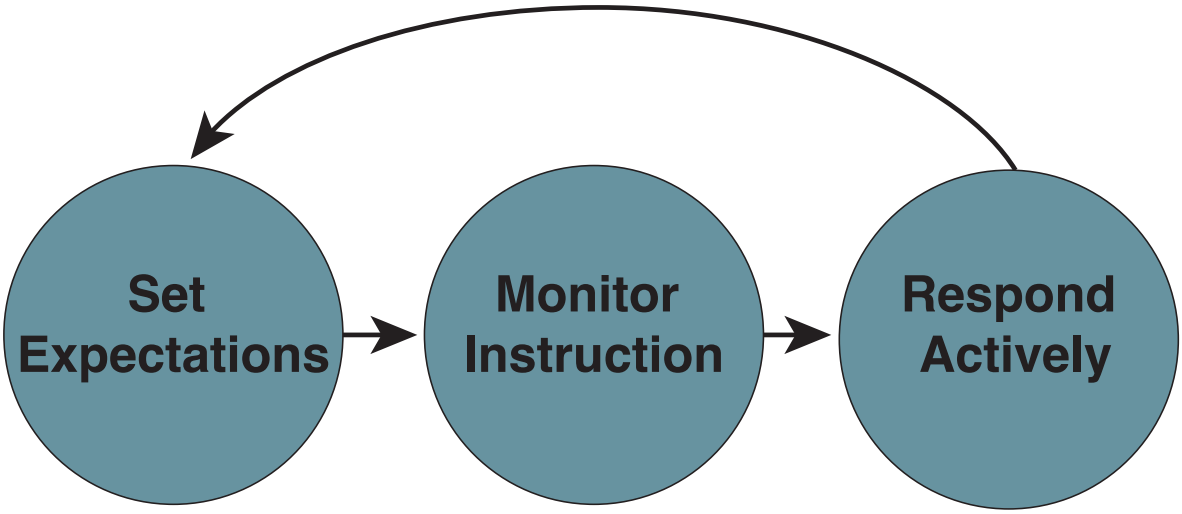
Build an infrastructure that works and can be maintained.

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".



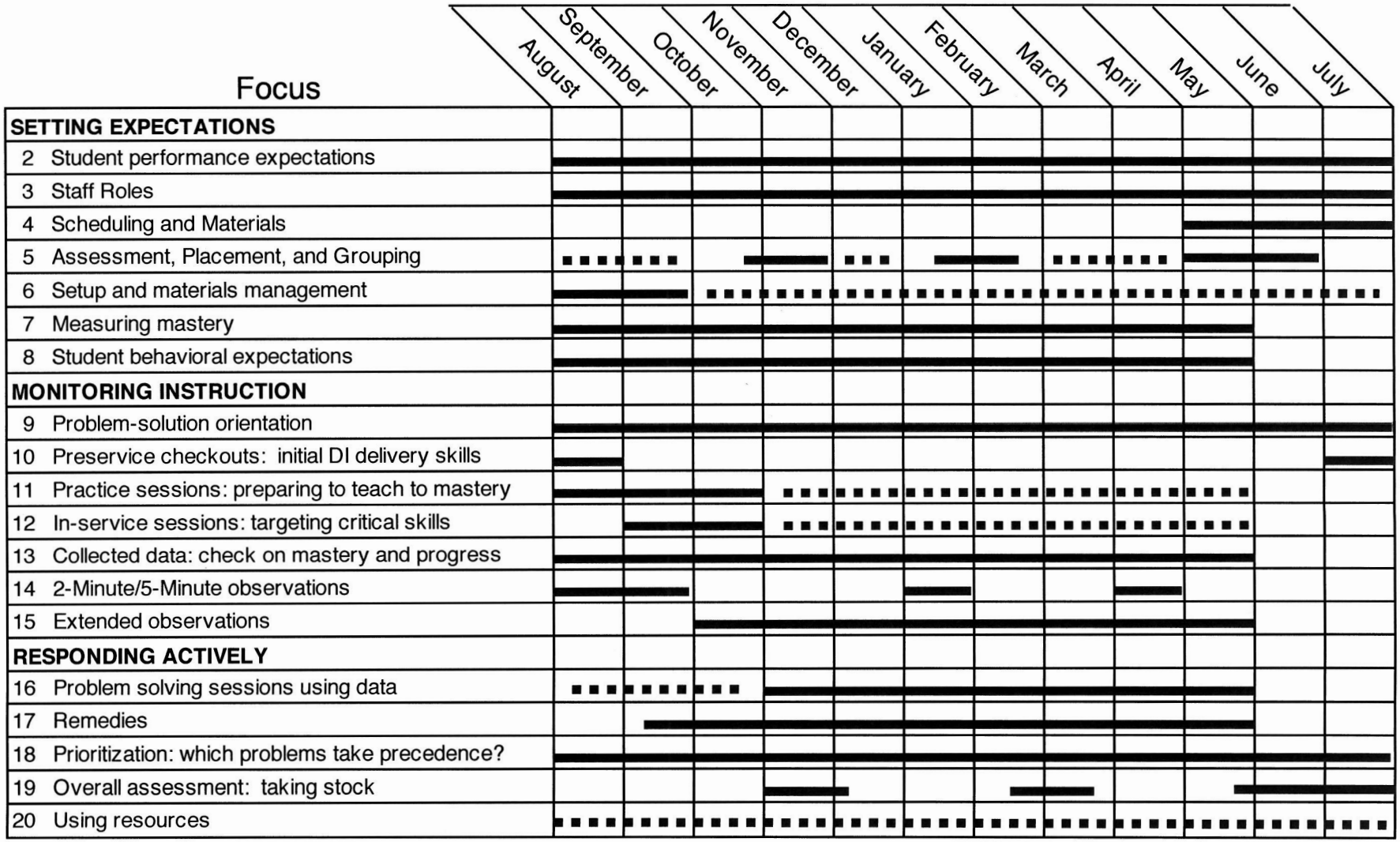


Administrator Functions Related to Instruction



Training and professional development underlie and are infused in all three of these sets of activities.

Calendar for Full Implementation of Direct Instruction (DI)



About NIFDI

The National Institute for Direct Instruction is a non-profit organization dedicated to:

1. Providing continuous administrative and curricular support to schools and districts as they implement Direct Instruction (DI) programs.

2. Conducting, promoting and publicizing high-quality research on the effects of DI implementations.

NIFDI is uniquely qualified for these tasks as its founding members include the creators of DI. NIFDI's implementation support consultants are experienced teachers with advanced degrees and 5 to 25 years teaching experience in DI. Many of the senior consultants are co-authors of the DI programs. NIFDI's leaders have more than 30 years experience with school and district implementations of DI in all types of environments.

NIFDI has extensive experience providing support for implementing DI in a wide variety of settings. NIFDI has its roots in the University of Oregon Direct Instruction Follow Through model, which was conceived at the University of Illinois in the late 1960's and implemented in schools around the country from 1967 to 1995. NIFDI began as the Accelerated Student Achievement Project (ASAP) in 1993. ASAP negotiated with the state of Utah's State Department of Education and the Utah Learning Resource Center to implement DI in four elementary schools. The positive acceleration of student achievement as a result of the ASAP implementations led to its adoption in Baltimore and elsewhere.

Since its formal creation in 1997, NIFDI has supported DI implementations in 22 states (Alaska, Arizona, Colorado, California, Florida, Georgia, Hawaii, Illinois, Kansas, Louisiana, Maryland, Michigan, Minnesota, Nebraska, New Jersey, Oregon, Pennsylvania, Texas, Utah, Virginia, Washington, and Wisconsin), the territory of Guam, and Australia. In Guam, NIFDI implemented the comprehensive Direct Instruction model in 24 elementary schools and all middle schools for several years. In Texas, NIFDI works with IDEA Schools, Inc. to implement the comprehensive Direct Instruction model in 22 elementary schools and a Special Education DI intervention in IDEA secondary schools. In Australia, NIFDI has partnered with Good to Great Schools Australia (GGSA), a non-profit organization that supports the implementation of DI in 24 schools in Queensland, the Northern Territory and Western Australia.

DIRECT INSTRUCTION AS CORE INSTRUCTIONAL PROGRAMS

There is a common misconception that Direct Instruction (DI) programs were not developed or intended for core instruction. Often, DI is relegated to the role of intervention for low-performing students. However, as described below, DI was designed from the beginning to provide core instructional programming in reading, math and language arts. DI has been widely used and validated to be effective as core instruction for a wide range of learners. In fact, the developers of DI advocate for a comprehensive, full-immersion model using DI as the core instructional curriculum for all students—with all interventions conducted within the DI core.

DI Designed As Core Programs

Direct Instruction programs have been designed as core programs that can accommodate the full range of student learners. DI offers a unique, step-by-step approach to learning that requires placing students in the program matching their current skill level and teaching students to a high level of mastery daily. Students are provided with carefully designed, clear instruction that teaches skills at the point where students place. Students with fewer skills are placed at a lower point in the program with additional practice on critical skills as needed. Students with more skills are placed at a higher point in the program. Students can be provided with instruction on a Fast Cycle/Skip Schedule to accommodate an accelerated pace after their original placement as their rate of mastery indicates. In the DI math program, *Connecting Math Concepts: Comprehensive Edition*, additional "parallel" lessons are provided for students who could benefit from extra practice.

Direct Instruction programs are not designed to be used in conjunction with other programs. Mixing other instructional approaches in the same subject matter with DI can confuse students because of the specific strategies used in the DI programs. For example, *Reading Mastery (RM)* initially teaches students the sounds letters make, rather than the names of the letters. Students learn letter names later in the program after students have mastered the sounds. Many students, especially at-risk students, may become confused if they receive instruction in *RM* for part of the day and then receive instruction in another program that teaches letter names. This ultimately slows students' overall progress in learning to read.

Because of its design and proven effectiveness with a wide range of students (discussed below) many educational organizations agree that DI programs are appropriate as core instructional programs. From the Florida Center on Reading Research: "Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one)." (See http://www.fcrr.org/Curriculum/curriculumInstructionFaq1.shtm) Read more about the design of using DI as a core program at http://www.nifdi.org/15/model-components/single-program

DI Core Programs As Part Of The Comprehensive DI Reform Model

Since the late 1960s, DI programs have been incorporated into an integrated approach to reforming schools—the comprehensive Direct Instruction reform model (also called the full immersion Direct Instruction model). Schools adopting the comprehensive DI model implement DI programs as the core programs in most or all major subject areas (reading, language arts and mathematics). This allows for students to receive effective instruction with Direct Instruction throughout the day as a means for accelerating their performance in all major subject areas. For a description of the comprehensive Direct Instruction model, see the Developer's Guidelines: http://www.nifdi.org/15/images/stories/documents/developer_guidelines.pdf

The comprehensive Direct Instruction model has been recognized by such organizations as the American Association of School Administrators (AASA), the American Federation of Teachers (AFT), the National Association of Elementary School Principals (NAESP), the National Education Association (NEA), New American Schools (NAS) and the Coalition for Comprehensive School Improvement (CCSI). Federal funds have been used to implement the comprehensive Direct Instruction model for decades. Hundreds of schools implemented the Direct Instruction model for literacy as part of Reading First, a federally funded program focused on implementing proven early reading instructional methods in classrooms. Currently, the comprehensive DI model is being implemented in approximately 300 schools in the U.S. Over the years, thousands of schools have implemented the Direct Instruction model with DI programs used as the core programs for instruction.

DI Validated As Core Programs

The effectiveness of DI as the core program has been validated in numerous large-scale studies. One such study was the most extensive educational experiment *ever* conducted: Project Follow Through. Beginning in 1968 under the sponsorship of the federal government, Follow Through was charged with determining the most effective way of teaching at-risk children from kindergarten through grade 3. Over 200,000 children in 178 communities were included in the study. Twenty-two different models of instruction—including Direct Instruction—were compared for their effectiveness in improving student achievement. The communities that implemented the different approaches spanned the full range of demographic variables (geographic distribution and community size), ethnic composition (white, black, Hispanic, Native American) and poverty level (economically disadvantaged and economically advantaged).

Evaluation of the project occurred in 1977, nine years after it began. The results were strong and clear. *Students who received Direct Instruction had significantly higher academic achievement than students in any of the other programs.* They also had higher self-esteem and self-confidence. No other program had results that approached the positive impact of Direct Instruction. For more information on Project Follow Through, visit: http://darkwing.uoregon.edu/~adiep/ft/151toc.htm

Since Project Follow Through, a vast body of research on the efficacy of DI has developed. In *An Educator's Guide to Schoolwide Reform* (1999), a review of 24 instructional models of comprehensive schoolwide reform sponsored by five national associations of educators (the American Association of School Administrators, the American Federation of Teachers, the National Association of Elementary School Principals and the National Education Association), Direct Instruction was only one of two models for elementary and middle schools that received a "strong" rating for evidence of positive effects on student achievement.

A more recent meta-analysis of research on the achievement effects of widely implemented comprehensive school reforms found similar support for Direct Instruction. The meta-analysis, conducted by Borman, Hewes, Overman in 2003, examined studies of 29 comprehensive school reform models, including the comprehensive Direct Instruction model. The authors found significantly more evidence available for the Direct Instruction model than for other models, with 49 studies and 182 different comparisons for the DI studies. Of the 29 reform models researchers evaluated, only three models were identified as having "clearly established, across varying contexts and varying study designs, that their effects are relatively robust and that the models, in general, can be expected to improve test scores." Direct Instruction was one of these three models. For the full text of the report, see: http://www.csos.jhu.edu/CRESPAR/techReports/Report59.pdf

Examples Of DI Used As The Core Reading Program
Two examples of large-scale use of Direct Instruction's Reading Mastery as the core reading program took place in Texas and Florida. In 1997, the Rodeo Institute for Teacher Excellence (RITE) began the implementation of DI in six Houston area schools in an effort to provide explicit instruction for severely at-risk K-2 students. In four years, the program expanded to 20 schools. An external assessment of the program found that students in the program out-performed their peers in comparison schools and were significantly more likely to score above the 50th percentile on standardized assessments than below the 25th percentile. They also noted an increase of 14% of students passing the 3rd grade Texas Assessment of Academic Skills by the third year of the program implementation.

Another large-scale implementation of DI was an $8 million project employing DI as the core program funded by the State of Florida, including schools in Miami, where performance indicators were collected. The Annenberg Institute for School Reform reported in 2011 that the gains by students in Miami's schools clearly indicated DI's superiority to other programs used in the district. From annenberginstitute.org/pdf/Mott_Miami.pdf:

> *"In Miami, gains in the percentage of students meeting standards in schools using the Direct Instruction literacy program and receiving intensive support from People Acting for Community Together (PACT) outpaced gains in the district and in a demographically similar set of schools in third and fourth grades. The schools targeted by PACT's organizing also outpaced the district and comparison group in moving students out of the lowest achievement level."*

A study conducted by researchers at the Florida Center for Reading Research and Florida State University compared *Reading Mastery* and several other core reading programs. In the study, *Examining the core: Relations among reading curricula, poverty, and first through third grade reading achievement* (2009), the authors tracked the performance of 30,000 Florida students in first through third grades. The authors found very favorable results for Reading Mastery:

> *"Overall, students in the Reading Mastery curriculum demonstrated generally greater overall oral reading fluency (ORF) growth than students in other curricula. Also, they more frequently met or exceeded benchmarks for adequate achievement in first, second, and third grade."*

Using DI Effectively As An Intervention Only
Quite often, schools implement DI to support students who are struggling in the core program. Unfortunately, this usually requires students to utilize competing strategies, which is difficult for students, especially at-risk children. Dual-program instruction also presents problems for teachers, who must learn two different programs, two different instructional approaches and two different assessments. Administrators must monitor and provide support for the two programs. And they must develop a system developed for determining when the second program is to be used, for how long, and with which students.

Teachers and administrators may have difficulty determining when and how a second program should be used, especially when the two programs are not designed to be taught together. The cost of two programs adds unnecessary expense to school budgets because DI programs contain all of the components teachers need to be successful with students representing the full range of learners. Any diversion from the DI programs will lead to less spectacular results than a full, undiluted, comprehensive DI implementation.

For DI to be utilized successfully with struggling students, schools need to implement DI as a replacement core so that the students receive instruction in DI exclusively until they complete the DI program sequence. For example, if a student is placed into Reading Mastery, he or she needs to complete the program through the highest level, Grade 5, before returning to the regular program. Students are often not successful if they are returned to the regular program before completing the DI series, which can cause students, teachers and administrators to become frustrated.

Early identification is critical to meeting the needs of struggling students with Direct Instruction as a replacement core. Students should be identified for Direct Instruction as early as possible in the school year. If possible, students should be identified for DI in the summer before school starts. If students receive DI only after they fail to keep up in the regular program for several weeks or months once school has started, their learning will be delayed in comparison to those students who are placed directly into DI. This represents lost instructional time– instructional time students and teachers will never get back.

Additional Reading On DI

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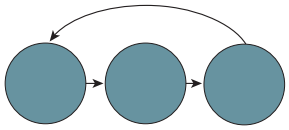


How Grammar is Taught in the Language Track of Reading Mastery

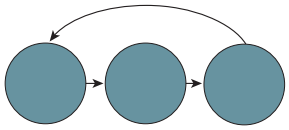
Grammar is a critical component of the language track of *Reading Mastery Signature Edition* (RMSE). Grammar is incorporated systematically into a variety of exercises and activities with the goal of ensuring that students can 1) **use** English grammatical conventions correctly in spoken and written and 2) **articulate** the grammatical conventions that they learn. The second goal of the program (articulating grammatical conventions) follows the first, primary goal of the program that students adhere to grammatical conventions correctly and consistently in their written and spoken communication.

Grammatical forms in the Kindergarten level

The first two levels of the language track are designed to enhance and enrich the oral language proficiency of students. In addition to imparting critical background information to students, the first level of the program (Kindergarten) is devoted to the children's correct usage of fundamental aspects of spoken English:

- Pronouns – subject pronouns (I, he, she, we, you they) and corresponding possessive pronouns (my, his, her, our, your, their).
- Verb tense –present tense (am), future tense (will do), present continuous tense (am doing), simple past (was), past continuous tense (was doing) and conditional (if…then).
- Verb number – in the present tense: (I am vs. we are, he/she/it is vs. they are); in the past tense: (I was vs. we were, he/she/it was vs. they were).
- Plurals – regular plurals: hand vs. hands; irregular plurals: foot vs. feet.
- Articles – the, an (apple, elephant) vs. a (tree, window).
- Conjunctions – or, and, but.
- Prepositions – on, over, in front of, in back of, in, next to, under, between.
- Comparatives – examples: bigger, smaller, shorter, longer, and taller.

A primary vehicle for teaching these grammatical constructs is the action track, which is presented in a fast-paced, game-like format resembling Simon Says. Initially, the teacher models the actions and corresponding statements conveying the targeted grammatical construct. The students repeat the actions and respond verbally as called for in the specific exercise. In subsequent lessons, the students respond to the teacher's prompts without modeling. In this manner, students acquire both receptive and active spoken language skills that increase in sophistication over time.



In the sample lesson (75), students practice the following in the Action track (Exercise #1):

What are you doing? *Pointing to a window.*

What were you doing? *Pointing to the wall.*

What are they doing? *Pointing to a wall.*

What were they doing? *Pointing to a window.*

Early in the program, students learn the difference between whole sentences and sentence parts. Starting in Lesson 7, they learn to "say the whole thing":

What is this? *A dog*.

Say the whole thing. *This is a dog*.

Sentence complexity increases throughout the first level of the program. In the sample lesson (75), students practice the following in the Action track (Exercise #1):

I was pointing to the wall.

They are pointing to a window.

They were pointing to a window.

I was pointing to the window.

I am pointing to the wall.

This distinction between parts of a sentence and whole sentences lays the groundwork for students to learn to identify the subject & predicate of sentences and specific parts of speech in later levels of the program.

Grammatical forms in the first grade level

The second level of the language track (first grade) expands on the concepts and skills introduced in the Kindergarten level. The sentence and grammatical types encountered increase in complexity and sophistication. For instance, students learn conditional rules that involve actions involving several subjects. For example: *if the teacher stands up, the students clap*. Students must then say the relevant sentence parts and whole sentences that describes what the teacher and the students did.