



# National Institute for Direct Instruction

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## **Using Direct Instruction to Close Performance Gaps: A Guide to Published DI Programs**

**Elementary and Secondary English Language Arts  
and Mathematics Programs for Students who are On Level,  
Below Level or English as Second Language Learners**

## Introduction

When implemented with fidelity, the Direct Instruction (DI) approach is highly effective in accelerating students' acquisition of critical skills and content. This includes using DI as an intervention to close performance gaps for students who have not yet acquired grade-level skills. If students are placed at their performance level and taught to mastery in the DI programs by instructors skilled in DI delivery, their performance can be expected to improve markedly over several months.

This guide is designed to help teachers and school leaders select DI programs that can be used to help close performance gaps of students who are behind grade-level expectations. It is divided into two sections: one for elementary students and one for secondary students. In each section, descriptions of programs are provided separately for 1) students who are performing on grade level, 2) students who are performing below grade level, and 3) English Language Learners. In each description, the guide provides information on such critical aspects of the programs as the number of lessons contained in each level of the program, grouping guidelines, and timetabling/scheduling requirements. Hot links in the table of contents allow readers of this guide to jump to the descriptions of the programs that meet their students' specific needs.

The majority of the programs listed in the guide are published by McGraw-Hill Education (<https://www.mheducation.com/prek-12/explore/direct-instruction.html>). Other publishers include NIFDI (<https://www.nifdi.org/store/category/32-direct-instruction-spoken-english-dise.html>) for Direct Instruction Spoken English (DISE) and Voyager Sopris Learning (<https://store.voyagersopris.com/rewards-intermediate-and-secondary/>) for REWARDS (Reading Excellence Word Attack and Rate Development Strategies).

Purchasing the materials is only one of the steps that users need to take for students and instructors to be successful with DI. It should be preceded by placement testing all students to determine which levels of the programs match each student's skill repertoire, and it should be followed by preservice training, coaching, data analysis and other forms of capacity-building to ensure a successful implementation.

Contact NIFDI if you are interested in any of these types of training and support. NIFDI is the gold standard in all types of training and support for your DI implementation needs!

Email [info@nifdi.org](mailto:info@nifdi.org) if you have any questions about what NIFDI can provide to help ensure that your students are successful!

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# Elementary

## Programs for On-Level Students

### READING

#### Reading Mastery Signature Edition (RMSE) – Reading and Language Strands

Available from: [McGraw-Hill Education](#)

*Reading Mastery* is a complete basal reading program that teaches students essential decoding and comprehension skills. The program places particular emphasis on teaching thinking skills and helping students acquire background knowledge. Program materials include fully scripted lessons to guide teachers through carefully constructed instructional steps - modeling new content, providing guided practice, offering individualized practice and applying skills. Signals and group responses are used to keep students involved, help them stay on task and help with lesson pacing. Teachers assess student performance throughout the programs, and struggling students receive practice through remedial exercises. Each level of the program typically spans one academic year.

#### RMSE Reading Strand

The beginning grade levels teach students how to break the code and to read fluently. The lower levels of the reading strand utilize a special [orthography](#) designed to assist students in identifying letter sounds. The special font is later phased out and replaced with traditional orthography. The intermediate grade levels use social studies and science concepts in stories to teach students how to learn from what they read. The program's upper grade levels introduce students to many pieces of classic literature, including popular children's stories as well as stories for adults that have been adapted for younger readers.

## Grade K

- for kindergarten through 3<sup>rd</sup> grade students who have few or no reading skills
- focus: sounding out, blending, word and story reading and comprehension
- students learn the sounds for each letter, learn to break words down into individual letter sounds, to say the sounds as a word, and to read stories and answer comprehension questions

# of Lessons	Grouping Guidelines	Lesson Schedule
160 in three teacher presentation books: A: 1-56 B: 57-107 C: 108-160	No more than three homogeneous groups per class with teacher and assistant. Low: 6 or less students Medium: 8-10 students High: up to 12 students	Instruction 30 min./grp Independent Work: 15-20 min./grp Workcheck: 5 min./grp. (may also be individually checked)

## Grade 1

- for kindergarten through 3<sup>rd</sup> grade students who are able to sound out words and understand stories
- focus: expand decoding skills, build rate and accuracy story reading skills and analyze and comprehend increasingly complicated stories
- students learn to use letter sound combinations, to use the final e decoding rule, to use word parts to decode complex words, to answer interpretive comprehension questions, to make inferences, and to draw conclusions

# of Lessons	Grouping Guidelines	Lesson Schedule
160 in three teacher presentation books: A: 1-48 B: 49-104 C: 105-160	No more than three homogeneous groups per class with teacher and assistant. Low: 6 or less students Medium: 8-10 students High: up to 12 students	Instruction: 30 min./grp Independent Work: 15-20 min./grp Workcheck: 5 min./grp. (may also be individually checked) Spelling: 10 min./class

## Grade 2

- for 1<sup>st</sup> through 3<sup>rd</sup> grade students who can read approximately 60 words per minute
- focus: teaching students how to learn information and concepts from their reading material
- students learn how to apply rules in various contexts, use new vocabulary words, make deductions, read informational passages, interpret complex sentence structures, understand character movies, interpret maps, graphs and timelines, and learn some basic science and social studies concepts

# of Lessons	Grouping Guidelines	Lesson Schedule
145 in three teacher presentation books: A: 1-50 B: 51-100 C: 101-145	Homogeneous whole-class or small groups	Instruction: 45-45 min./grp Independent Work: 30 min./grp Workcheck: 10-15 min./grp.

## Grade 3

- for students in 2<sup>nd</sup> through 4<sup>th</sup> grade who read approximately 100 words per minute
- focus: teaching students how to learn information and concepts from their reading material
- students learn to evaluate problems and solutions, learn information about the world, build their vocabulary, read informational passages, use and remember science and social studies facts and concepts and complete research projects

# of Lessons	Grouping Guidelines	Lesson Schedule
140 in two teacher presentation books: A: 1-70 B: 71-140	Homogeneous whole-class or small groups	Instruction: 45-45 min./grp Independent Work: 30 min./grp Workcheck: 10-15 min./grp.

## Grade 4

- for students in grades 4 or 5, but also for older students who place at that level
- focus: literary analysis, increasing reading rate, developing vocabulary and extended writing
- students read a wide range of classic and modern fiction and prose, learn to analyze characters, settings, plots, and themes, make outlines, infer word meanings from context, interpret reference materials

# of Lessons	Grouping Guidelines	Lesson Schedule
120 in two teacher presentation books: A: 1-60 B: 61-120	Homogeneous whole-class or small groups	Instruction: 45-45 min./grp Independent Work: 30 min./grp Workcheck: 10-15 min./grp.

## Grade 5

- for students in grades 5 or 6, but also for older students who place at this level
- focus: literary language, reasoning strategies, building vocabulary, increasing reading rate and extended writing
- students read novels, short stories, poems, factual articles, biographies, and plays, interpret complex sentence forms, figurative language, literary irony, identify contradictions and rebut faulty logic; students write short stories, poems, and paragraphs on issues related to the reading selections

# of Lessons	Grouping Guidelines	Lesson Schedule
120 in two teacher presentation books: A: 1-60 B: 61-120	Homogeneous whole-class or small groups	Instruction: 45-45 min./grp Independent Work: 30 min./grp Workcheck: 10-15 min./grp.

## Horizons

Available from: [McGraw-Hill Education](#)

*Horizons* is a reading program that provides solid, systematic instruction using proven Direct Instruction techniques. *Horizons* lessons are briskly paced and built around systematic, explicit instruction in phonemic awareness and phonics. Students employ strategies of incrementally increasing difficulty and exit the program with a solid foundation in fluency, vocabulary, and comprehension skills. *Horizons* can help to prevent reading problems and accelerate the skills of students already showing average or above average performance. Traditional orthography (the regular alphabet) is used throughout the program.

## Level A

- for young learners in Grades K-2
- focus: phonemic awareness; phonics; beginning decoding skills
- students learn basic comprehension and build a reading vocabulary of about 700 words

# of Lessons	Grouping Guidelines	Lesson Schedule
155 in three teacher presentation books: 1: 1-50 2: 51-100 3: 101-155	No more than three homogeneous groups per class with teacher and assistant and no more than 10-12 students per group	Instruction: 30 min./grp Independent Work: 10 min./grp Workcheck: 5-10 min./grp. (teacher checks individually)

### Level B

- for second grade students who are average and below average performers; also appropriate for third grade students who fit the placement criteria
- focus: advanced word recognition skills; fluency and automaticity
- students learn comprehension strategies and build a reading vocabulary of about 2,000 words

# of Lessons	Grouping Guidelines	Lesson Schedule
150 in three teacher presentation books: 1: 1-50 2: 51-100 3: 101-150	No more than three homogeneous groups per class with teacher and assistant and no more than 12-15 students per group	Instruction: 30 min./grp Independent Work: 10 min./grp Workcheck: 5-10 min./grp. (teacher checks individually)



### Fast Track A-B

- for students in first grade who have letter-name knowledge; also appropriate for students in second grade and above who are non-readers or have poorly developed decoding skills
- focus: teaches all the decoding and basic comprehension skills that are taught in two years with Horizons A & Horizons B
- students who complete Fast Track A-B have the skills needed to decode longer passages, have basic comprehension and spelling skills and are able to write letters and words at a reasonable rate; students can also compose sentences and simple passages

# of Lessons	Grouping Guidelines	Lesson Schedule
150 in three teacher presentation books: Book 1: 1-50 Book 2: 51-100 Book 3: 101-150	Homogeneous groups with 10 or less students per group	Reading: 30 min./grp. Independent Activity: 10 min./grp. Work check: 5-10 min./grp. (teacher checks individually)

### Fast Track C-D

- for students in second grade or above who have completed Horizons Fast Track A-B; may also be used for any student who reads at about beginning third-grade level
- focus: decoding emphasizes new decoding words and word families, presents these words in different story contexts, and provides practice in meeting oral reading rate-accuracy criteria; comprehension emphasizes facts, rules and perspectives that are presented in what the students read; vocabulary-building is also an emphasis
- students use their decoding and comprehension skills to learn new information from a written text and receive practice in reading the kind of material that they will deal with for the remainder of their formal education

# of Lessons	Grouping Guidelines	Lesson Schedule
160 in three teacher presentation books: Book 1: 1-50 Book 2: 51-100 Book 3: 101-160	Homogeneous whole-class or small groups	Reading: 40-45 min./grp. Independent Activity: 30 min./grp. Work check: 10-15 min./grp.

## LANGUAGE/WRITING

### Reading Mastery Signature Edition (RMSE): Language Arts Strand

Available from: [McGraw-Hill Education](#)

The Language Arts Strand of the *Reading Mastery Signature Edition* teaches receptive and expressive language skills. Grades K and 1 focus on the oral language concepts that students need in order to understand the academic classroom and start the students on the writing process. Grades 2 and 3 provide full immersion into narrative writing. Grades 4 and 5 move students into expository and critique writing plus higher order thinking skills.

#### Grade K

- for students in pre-k, kindergarten or first grade, but can be used for older students who have limited English language skills
- **focus:** oral program that teaches the language concepts needed to understand the academic language of the classroom
- students learn part/whole relations, prepositions, concept application, classification, statements, absurdities, common information, and if/then rules.

# of Lessons	Grouping Guidelines	Lesson Schedule
150 in four teacher presentation books: A: 1-50 B: 51-85 C: 86-120 D:121-150	No more than three homogeneous groups per class with teacher and assistant. Low: 6 or less Medium: 8-10 High: up to 12 (ideally, same groups as reading)	Instruction: 30 min. Independent Work: 10-15 min./grp. Workcheck: 5-10 min./grp. (teacher checks individually)

#### Grade 1

- for students in K, 1<sup>st</sup> or 2<sup>nd</sup> grade
- **focus:** continued oral language skills and beginning writing skills
- students learn analogies, temporal sequencing, information, opposites, synonyms, questioning skills, story grammar, sentence writing, story related writing and reasoning skills

# of Lessons	Grouping Guidelines	Lesson Schedule
130 in two teacher presentation books: A: 1-60 B: 61-130	No more than three homogeneous groups per class with teacher and assistant. Low: 6 or less Medium: 8-10 High: up to 12 (ideally, same groups as reading)	Instruction: 30 min. Independent Work: 10-15 min./grp. Workcheck: 5-10 min./grp. (teacher checks individually)

#### Grade 2

- for 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> grade students
- focus: comprehension skills, story grammar and writing
- students learn deductions, to spot ambiguous language, classification, story grammar, writing paragraphs, parts of speech, punctuation and editing

# of Lessons	Grouping Guidelines	Lesson Schedule
110	Homogeneous whole-class or small groups. (ideally, same groups as reading)	Instruction: 40 min. Independent Work: 10-20 min./grp.

### Grade 3

- for 2<sup>nd</sup> through 5<sup>th</sup> grade students
- focus: writing narrative passages
- students learn to analyze sentences, parts of speech, punctuation, mechanics, write narrative passages with clarity

# of Lessons	Grouping Guidelines	Lesson Schedule
135	Homogeneous whole-class or small groups (ideally, same groups as reading)	Instruction: 40 min. Independent Work: 15-20 min./grp.

### Grade 4

- usually for students in grades 4 or 5, but also for older students who place into this level
- focus: clear and precise expository writing and critical thinking
- students analyze and write sentences for clarity, write specific directions, identify problems with misleading and inaccurate claims, analyze and describe problems with arguments, learn to take notes, give speeches, and write persuasive passages

# of Lessons	Grouping Guidelines	Lesson Schedule
140	Homogeneous whole-class or small groups (Ideally, same groups as reading)	Instruction: 40 min. Independent Work: 15-20 min./grp.

## Grade 5

- usually for students in grades 4 or 5, but also for older students who place into this level
- focus: higher-order thinking skills and precise expository writing skills
- students extend what they learned in earlier levels about parts of speech, grammar, writing with clarity, and writing for a variety of purposes, use parallel construction to analyze sentences and arguments, analyze literature selections

# of Lessons	Grouping Guidelines	Lesson Schedule
125	Homogeneous whole-class or small groups (Ideally, same groups as reading)	Instruction: 40 min. Independent Work: 15-20 min./grp.

## MATHEMATICS

### DISTAR Arithmetic I

Available from: [McGraw-Hill Education](#)

*DISTAR Arithmetic* teaches the fundamental skills and concepts of math that are critical for students' success later in school.

### Level I

- for PreK through low-performing second graders
- focus: basic operations of addition, algebra addition and subtraction; work simple story problems; work simple problems based on greater or less than symbols; derive new arithmetic facts based on an understanding of approximately 35 facts; apply ordinal counting to symbol pictures

# of Lessons	Grouping Guidelines	Lesson Schedule
160 A: 1-56 B: 57-107 C: 108-160	Homogeneous groups Low: 6 or less High: up to 12	Instruction: 30-35 min. Independent Work: 20-30 min. Workcheck: 25 min.

### Connecting Math Concepts Comprehensive Edition

Available from: [McGraw-Hill Education](#)

*Connecting Math Concepts: Comprehensive Edition* is a core, six-level program (Levels A-F) designed to accelerate the math learning performance of students in grades K through 5.

Lessons are designed to introduce concepts at a reasonable rate and are designed so that all students will learn to compute, solve problems and think mathematically. The rationale for the program is that understanding mathematics requires making connections between related mathematic concepts and the world around us. The program ensures that the students understand these connections, and it establishes relationships between concepts and their applications.

## Level A

- for grade K students
- focus: developing conceptual models for equality, addition and subtraction
- students learn a variety of counting skills, represent 1 and 2-digit numbers with counters and learn how to apply these skills to solve 2-digit subtraction problems and 2-digit addition problems that traditionally require carrying applications

# of Lessons	Grouping Guidelines	Lesson Schedule
120 (plus 12 test lessons) 11 optional parallel lessons	Homogeneous small groups Low: 6 or less Medium: 8-10 High: up to 12	Instruction: 30-35 min./grp. Independent Work: 5-15 min./grp.

## Level B

- for 1<sup>st</sup> grade students
- focus: teaches most of the addition and subtraction facts and the traditional computational rubrics for adding and subtracting. Addition problems include 2 or 3 numbers of up to 3 digits with carrying. Subtraction problems include numbers up to 3 digits
- students learn place value, number family relationships, computing missing numbers in addition and subtraction equations, counting bills and coins, composing and decomposing 2 and 3-dimensional objects, telling time and analyzing basic fractions

# of Lessons	Grouping Guidelines	Lesson Schedule
125 (plus 12 test lessons)	Homogeneous whole class or small groups	Instruction: 30-35 min./grp. OR 60 min. whole group Independent Work: 15 min./grp.

## Level C

- for 2<sup>nd</sup> grade students
- focus: higher-order thinking skills
- teaches a number of mapping techniques for relating problem solving to real-life situations; graphically represents word problems, measurement, money, and time; introduces estimation, multiplication, division, and fractions

# of Lessons	Grouping Guidelines	Lesson Schedule
130 (plus 13 test lessons)	Homogeneous whole class or small groups	Instruction: 50 min./grp. Independent Work: 20 min./grp.

## Level D

- for 3<sup>rd</sup> grade students

- focus: extend mathematical understanding and the connections between concepts
- extends whole –number skills to include multiplication and division algorithms, teaches fractions and mixed number concepts and applications, contains extensive word problem activities among other topics

# of Lessons	Grouping Guidelines	Lesson Schedule
130	Homogeneous groups	Instruction: 50 min./grp. Independent Work: 20 min./grp.

### Level E

- 4<sup>th</sup> grade students
- focus: to extend math concepts taught in earlier levels and to introduce new concepts like the coordinate system
- students analyze complex problems using number families, column multiplication of multi-digit numbers, division of multi-digit numbers, ratios and ratio equations and percent
- students also learn angles, inverse operations, functions of prime numbers and identifying the prime factorization of the factor pairs for composite numbers  $\leq 100$

# of Lessons	Grouping Guidelines	Lesson Schedule
130	Homogeneous groups	Instruction: 50 min./grp. Independent Work: 20 min./grp.

### Level F

- for 5<sup>th</sup> grade students
- focus: preparing students for success in higher math
- students solve a variety of word problems involving ratio and proportion, fractions, mixed numbers, percent and geometry
- students also learn about exponents, reciprocals, unit conversion and probability

# of Lessons	Grouping Guidelines	Lesson Schedule
120	Homogeneous groups	Instruction: 50 min./grp. Indep. Work: 20 min./grp.

## Programs for Below-Level Students

### READING

#### RMSE Reading Grades K-5

#### Horizons Fast Track A-B and C-D

### Corrective Reading Program: Decoding and Comprehension Strands

*Corrective Reading* is a remedial Direct Instruction program designed to help low-performing students master the essential decoding and comprehension skills needed to read well. It is effective with students who have poor attention, poor recall of directions, or who meet criteria to receive special services. The program includes a Decoding and a Comprehension strand at four instructional levels (A, B1, B2, and C). Students can work on decoding skills, comprehension skills, or both.

### Decoding

Available from: [McGraw-Hill Education](#)

The Decoding strand teaches students to identify words accurately, to use letter sequences to determine word pronunciations, and to increase reading rates significantly. Decoding lessons range from instruction in letter sounds and blending to the reading of sophisticated passages such as those found in content-area textbooks.

#### Decoding

##### Level A

- for a wide range of students in grades 3 through 12
- focus: the sequence of letters in a word relates to its pronunciation,
- students sound out words and read basic sentences and simple stories

# of Lessons	Grouping Guidelines	Lesson Schedule
65	Homogeneous groups of 6 to 8	30-45 min./grp.

#### Decoding

##### Levels B1 and B2

- for a wide range of students in grades 3 through 12
- focus: reading more difficult words than in Level A and read longer stories
- students apply difficult sound-spelling patterns, read more difficult irregular words, read stories designed to correct common error patterns, increase their reading rate from 30 words per minute up to 110 words per minute and answer comprehension questions

# of Lessons	Grouping Guidelines	Lesson Schedule
B1: 65	Level B1: Homogeneous groups	Level B1: 45-50 min./grp.
B2: 65	Level B2: Homogeneous groups of any size	Level B2: 45 min./grp.

#### Decoding

##### Level C

- for a wide range of students in grades 4 through 12
- focus: bridging the gap between applying advanced word-attack skills and reading and understanding textbooks and other informational material
- students learn 500 new vocabulary words, read a variety of passages, from narrative to expository, and increase their reading rate up to 130 words per minute

# of Lessons	Grouping Guidelines	Lesson Schedule
125	Homogeneous groups of any size	35-45 min./grp. (Times vary slightly depending on group size.)

### REWARDS (Reading Excellence Word Attack and Rate Development Strategies) Intermediate

Available from: [VoyagerSopris](http://VoyagerSopris)

*REWARDS Intermediate* focuses on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension along with building confidence.

- designed for students in grades 4, 5 & 6 who have mastered basic reading skills associated with first and second grade expectations and can read at least 60 correct words per minute at third-grade level or above but are unable to accurately and fluently decode multisyllabic words; for students who have not yet learned a strategy for decoding longer words
- focus: a flexible strategy for decoding 2-8 syllable words; increase oral and silent reading fluency; expand vocabulary
- students practice applying the REWARDS word-reading strategy first on word lists, then within the context of sentences and finally when reading longer passages

# of Lessons	Grouping Guidelines	Lesson Schedule
25	Homogeneous whole-class or small groups	Instruction: 50-60 min./grp. Allow 25 additional minutes for optional illustrated vocabulary.



**LANGUAGE/WRITING**  
RMSE Language Arts Grades K-5

**Corrective Reading: Comprehension**

Available from: [McGraw-Hill Education](#)

The Comprehension strand teaches students to follow instructions, build vocabularies, improve background knowledge and develop the thinking skills needed to understand what they are reading. Comprehension skills range from simple classification and true-false identification to complex analogies, analyses, and inferential comprehension strategies.

**Comprehension Level A**

- for a wide range of students in grades 4 through 12
- focus: basic reasoning skills, such as deductions and inductions, analogies, and true/false
- students practice organizing groups of related facts, develop basic logic skills, learn common information, and practice following instructions

# of Lessons	Grouping Guidelines	Lesson Schedule
65	Homogeneous groups of 6 to 8	30-45 min./grp. Level B1: 45-55 min./grp.

**Comprehension Levels B1 and B2**

- for a wide range of students in grades 4 through 12
- focus: background knowledge, reasoning skills, and analysis strategies
- students read material similar to that in content area textbooks, learn new information, and respond to written questions that involve deductions and rule applications

# of Lessons	Grouping Guidelines	Lesson Schedule
Level B1: 60	Level B1: Homogeneous groups of 15 or less	Level B1: 45-55 min./grp.
Level B2: 65	Level B2: Homogeneous groups of any size	Level B2: 45-55 min./grp.

## Comprehension

### Level C

- for a wide range of students in grades 5 through 12
- focus: higher-order thinking skills, such as applying analytical skills to real-life situations, and answering literal and inferential questions
- students infer definitions from context, read for basic information, write precise directions, recognize main ideas in passages, draw conclusions from basic evidence, and identify contradictions and faulty arguments

# of Lessons	Grouping Guidelines	Lesson Schedule
Level C: 140	Level C: Homogeneous groups of any size	Level C: 45 min./grp. (Times vary slightly depending on group size.)

## Expressive Writing 1 & 2 (Grades 4-12)

Available from: [McGraw-Hill Education](#)

*Expressive Writing* is a Direct Instruction program to teach 4<sup>th</sup> and 5<sup>th</sup> grade students narrative writing skills. Note that both levels can be used in a remedial setting for students in grades 6-12.

*Expressive Writing 1* teaches students to translate observations into sentences, to write paragraphs that don't deviate from a topic, and to edit. *Expressive Writing 2* focuses on writing clearly, writing with a variety of sentences, writing what people say, and teaching students to edit for clarity, punctuation, paragraphs and sentence types.

### Level 1

- for students in grades 4 and 5 who have not mastered narrative writing skills
- focus: writing and editing of basic sentences, paragraphs, and stories
- students learn to write with structure, unity, coherence, and correct grammar and punctuation

# of Lessons	Grouping Guidelines	Lesson Schedule
55 lessons	Homogeneous groups of 15 or less or individuals	45 min. lessons

### Level 2

- a remedial program for students in grades 4 and 5 who have not mastered basic mechanics, grammar, and sentence and paragraph writing skills
- focus: an expansion of the simple paragraph writing, story writing, and editing taught in *Expressive Writing 1*
- students write and edit pieces of greater sophistication and complexity

# of Lessons	Grouping Guidelines	Lesson Schedule
10 lessons pre-program followed by a 50-lesson regular program.	Homogeneous groups of 15 or less or individuals	Independent Work: 10-20 min./grp.

## MATHEMATICS

### Corrective Mathematics (CM) (Grades 3-12)

Available from: [McGraw-Hill Education](#)

Corrective Mathematics is a remedial math program focused on teaching the basic math skills needed for higher-level math. The program contains modules for addition; subtraction; multiplication; division; basic fractions; fractions, decimals, percents; and ratios and equations. Upon completion of one or more of the modules, students are armed with the basic strategies they need to access conventional math instruction with success.

#### Addition

- for students in grades 3-12 who have difficulty achieving at grade level
- focus: 100 basic addition facts; operation of addition; reading and writing numbers into the thousands; column addition with 3- and 4-digit numbers; addition with carrying; story problems with distracters

# of Lesson	Grouping Guidelines	Lesson Schedule
65	Homogeneous groups of 15 or less, or individuals	25-45 min./grp.

#### Subtraction

- for students in grades 3-12 who have difficulty achieving at grade level
- focus: 100 basic subtraction facts; operation of subtraction; renaming (borrowing); reading and writing numbers into the thousands; subtraction story problems that require discrimination between addition and subtraction

# of Lesson	Grouping Guidelines	Lesson Schedule
65	Homogeneous groups of 15 or less, or individuals	25-45 min./grp.

#### Multiplication

- for students in grades 3-12 who have difficulty achieving at grade level
- focus: 100 basic multiplication facts; operations of multiplication; reading and writing numbers into the thousands; multiplication story problems; story problems that require discrimination among multiplication, addition, and subtraction

# of Lesson	Grouping Guidelines	Lesson Schedule
65	Homogeneous groups of 15 or less, or individuals	25-45 min./grp.

## Division

- for students in grades 3-12 who have difficulty achieving at grade level
- focus: 100 basic division facts; long division operations (with either 1- or 2-digit divisors); story problems that require division operation; division story problems; procedures for discriminating between division story problems and story problems that require addition, subtraction, or multiplication

# of Lesson	Grouping Guidelines	Lesson Schedule
65	Homogeneous groups of 15 or less, or individuals	25-45 min./grp.

## Basic Fractions

- for students in grades 3-12 who have difficulty achieving at grade level
- focus: write fractions from pictures; draw pictures from fractions; determine when a fraction is equal to 1, more than 1, and less than 1; add and subtract fractions with a common denominator; change whole numbers and mixed numbers to fractions; add, subtract, and multiply fractions and mixed numbers

# of Lesson	Grouping Guidelines	Lesson Schedule
55	Homogeneous groups of 15 or less, or individuals	20 min./grp.

## Fractions, Decimals, and Percents

- for students in grades 3-12 who have difficulty achieving at grade level
- focus: add and subtract fractions with unlike denominators; reduce improper fractions; multiply and divide fractions; find equivalent fractions; find the largest in a series of fractions; write decimals as fractions; use decimal notation; add, subtract, multiply and divide decimal numbers; rewrite mixed fractions as mixed decimals; convert fractions to decimals to percents

# of Lesson	Grouping Guidelines	Lesson Schedule
70	Homogeneous groups of 15 or less, or individuals	20 min./grp.

## Ratio and Equations

- for students in grades 3-12 who have difficulty achieving at grade level
- focus: basic ratio analysis; ratio word problems

# of Lesson	Grouping Guidelines	Lesson Schedule
60	Homogeneous groups of 15 or less, or individuals	25 min./grp.

## Programs for English as Second Language

### Español to English

Available from: [McGraw-Hill Education](#)

*Español to English* helps Spanish-speaking children build English language skills by providing instruction in the Spanish equivalent of RMSE Language Grade K then gradually phasing them into instruction in English. Young children who speak little or no English, children who are marginally bilingual, and older students who have recently come from Spanish-speaking countries will all benefit from this program.

- for students four years old through primary grades who speaks little or no English and whose receptive language is Spanish; for students who are marginally bilingual; for older students who have recently come from Spanish-speaking countries
- focus: teacher provides explanations in Spanish only at the beginning of the program and then progressively increases the use of English until it is the sole language of instruction
- student responses are made in English

# of Lessons	Grouping Guidelines	Lesson Schedule
2 pre-lessons; 128 regular lessons	6 or less	Instruction: 30 min. Independent Work: 10-15 min./grp. Workcheck: 5-10 min./grp. (teacher checks individually)

# Secondary

## Programs for Below-Level Students

### READING

#### Corrective Reading Program: Decoding

#### REWARDS (Reading Excellence Word Attack and Rate Development Strategies) Secondary

Available from: [VoyagerSopris](#)

Like the Intermediate Level, *REWARDS Secondary* focuses on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension along with building confidence.

- designed for middle and high school students in grades 6 or above who have mastered basic reading skills associated with first and second grade expectations and can read at least 60 correct words per minute at third-grade level or above but are unable to accurately and fluently decode multisyllabic words
- focus: a flexible strategy for decoding grade-level multisyllabic words; expand knowledge of academic and domain-specific vocabulary; increase oral and silent reading fluency
- students practice applying the REWARDS word-reading strategy first on word lists, then within the context of sentences and finally when reading longer passages

# of Lessons	Grouping Guidelines	Lesson Schedule
20	Homogeneous whole-class or small groups	Instruction: 50-60 min./grp. Allow 25 additional minutes for optional illustrated vocabulary.

#### REWARDS Plus

*REWARDS Plus* builds on the support offered to upper-grade readers by expanding on their newfound literacy decoding skills within a particular content area. A student who has previously encountered *REWARDS* (Intermediate or Secondary) now has increased fluency and familiarity with the process of deciphering known elements in unknown multisyllabic vocabulary. *REWARDS Plus* expands on that skill set by applying it to intriguing, authentic, content-specific text, and infographics.

## REWARDS Plus Science

Available from: [VoyagerSopris](#)

- for use with students in grades 6 through 12 who read at 4.0 grade equivalency and have completed at least one previous REWARDS program
- **focus:** helps students better comprehend science content with skills practice and instruction that includes interpreting graphs and illustrations
- students engage in topics ranging from atoms to ecosystems and from photosynthesis to the cardiovascular system

# of Lessons	Grouping Guidelines	Lesson Schedule
6 Review Lessons followed by 15 Application Lessons	Homogeneous whole-class or small groups	Instruction: 45-50 min./grp. (Note: Each Application Lesson req. 3-4 class periods to complete.)

## REWARDS Plus Social Studies

Available from: [VoyagerSopris](#)

- for use with students in grades 6 through 12 who read at 4.0 grade equivalency and have completed at least one previous REWARDS program
- **focus:** helps students better comprehend social studies via skills practice in summary writing, using background information, interpreting timelines, maps and other infographics
- students engage in topics ranging from the culture of Sherpas to women in archaeology to United States citizenship

# of Lessons	Grouping Guidelines	Lesson Schedule
6 Review Lessons followed by 15 Application Lessons	Homogeneous whole-class or small groups	Instruction: 45-50 min./grp. (Note: Each Application Lesson req. 3-4 class periods to complete.)

## LANGUAGE/WRITING

[Corrective Reading Program: Comprehension](#)  
[Expressive Writing 1 & 2](#)

## MATHEMATICS

[Corrective Mathematics](#)

## Programs for English as a Second Language

### Direct Instruction Spoken English (DISE)

Available from: [National Institute for Direct Instruction \(NIFDI\)](http://www.nifdi.org)

DISE teaches spoken English to non-English-speaking students who have the equivalent of at least a 3<sup>rd</sup> grade level understanding of their native language. The program assumes no prior knowledge of English as it builds students' English language proficiency step-by-step through carefully crafted lessons that are accompanied by a CD-ROM containing PowerPoint instructional display slides.

- for English Language Learners who speak no English who have at least a third-grade level understanding in their native language
- focus: teach receptive and expressive use of English through an oral language program
- students learn to create past, present and future sentence types, to create sentences up to 16 words long, to understand stories and to learn the structure of the English language

# of Lessons	Grouping Guidelines	Lesson Schedule
DISE Level 1: 100	Whole class; groups of no more than 10 recommended	Instruction: 90 min./daily
DISE Level 2: 80	Whole class; groups of no more than 10 recommended	Instruction: 50 min./daily