

# Direct Instruction and the Science of Reading

Randi Saulter  
Education Consultant  
Implementation Manager, National Institute for Direct Instruction



1

## AGENDA

- Introductions and Getting to Know You
- Materials Check
- Session Goals
- Authentic Direct Instruction & the Science of Reading




2

2

## What is your relationship to schools?

1. General education teacher
2. Instructional coach
3. School leader
4. District leader
5. University lecturer/researcher
6. Behavior support specialist
7. Special Educator
8. Teaching assistant
9. Reading specialist
10. Other




3

3

## Direct Instruction and You

I currently: (choose as many as apply)

1. Teach one or more authentic Direct Instruction reading/language programs
2. Teach one or more authentic Direct Instruction math programs
3. Coach/support teachers who use authentic Direct Instruction
4. Am not teaching any authentic Direct Instruction programs
5. Do not coach/support others using authentic Direct Instruction programs



4

4

## Materials Check

- Reading Mastery Signature K Sounds
- Decoding Sounds Guide
- Reading and Language Programs
- Start-of-Year Flow Chart



5

5

## Webinar Goals

- Develop a working knowledge of the design features of Authentic Direct Instruction
- View examples of how the nexus of those design features **and** the pillars of the Science of Reading support:
  - Effective instruction
  - Efficient instruction
  - Accelerated instruction

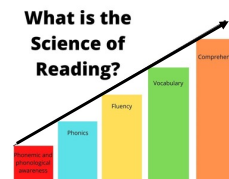


6

6

## The Science of Reading

- Comprehensive research-based framework focusing on how the human brain learns to read
- Encompasses five critical pillars
  - Phonemic awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension



Impact: When we understand the science behind these pillars, we can move toward making decisions on how to effectively teach them.

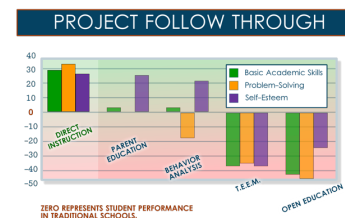


7

7

## Evidence-Based Reading Instruction

- Utilizes research-validated methods that have shown positive outcomes in teaching literacy skills
- Emphasizes strategies that are supported by empirical data
- Ensures that instruction effectively meets the diverse needs of learners and enhances their reading abilities



8

8

## How the research making up the Science of Reading is applied in DI programs

Proven scientific principles (SOR +) are embedded within DI design features:

- Explicit Instruction
- Systematic Instruction
- Differentiated Instruction for All
- Practice & Application for Content Mastery



9

9

## Authentic Direct Instruction

- **Explicit:** tell and show students what they need to know to build academic skills
  - Structured lessons
    - Scripted instructional tracks
    - Faultless communication—show the full range of the concept through select examples
    - Integrate new knowledge with previously learned material



10

10

## Authentic Direct Instruction

- **Systematic:** Scope of content is sequenced based on an incremental step design
  - Teach content from the smallest skill
  - Use consistent instructional strategies
  - Build sub-skill upon sub-skill to accomplish advanced application tasks
  - Field test the instructional sequence with students who lack the target skills yet possess sufficient background knowledge
  - Revise instructional sequence and retest the revised version



11

11

## Authentic Direct Instruction

- **Differentiated instruction:** instruction begins at a student's current level of academic performance
  - Initial skill level determined by program-specific placement tests
  - Homogeneous instructional groups
    - Tier 1, 2 and 3 instruction is skill-based not grade-level based
  - Daily formative data and regularly scheduled in-program curriculum-based assessments are used to make instructional decisions



12

12

Questions about how authentic Direct Instruction is systematic and differentiated ...or?




13

## Authentic Direct Instruction

- **Practice and application for mastery of skills and strategies:**
  - Active engagement—provide sufficient practice for students to master new skills
  - Pacing
  - Reinforcing and corrective feedback throughout all lessons
- **Passing criteria in DI programs:**
  - Independent work = 85%
  - In-program curriculum-based mastery tests: 90%




14

14

## Foundations of Authentic Direct Instruction

### Effectiveness

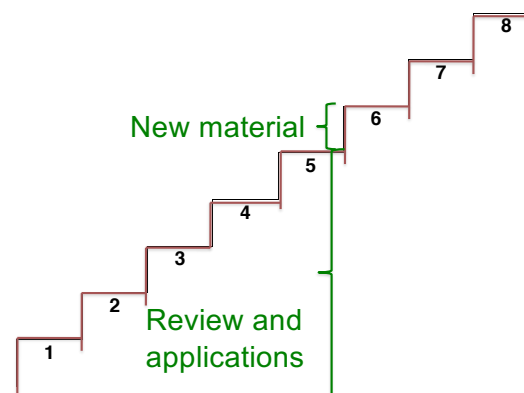
- **Mastery** is at the core of all Authentic Direct Instruction programs
- Accelerated academic performance is achieved by teaching to mastery--every skill, every day, in every lesson
- Keeps students in the zone of proximal development and learning



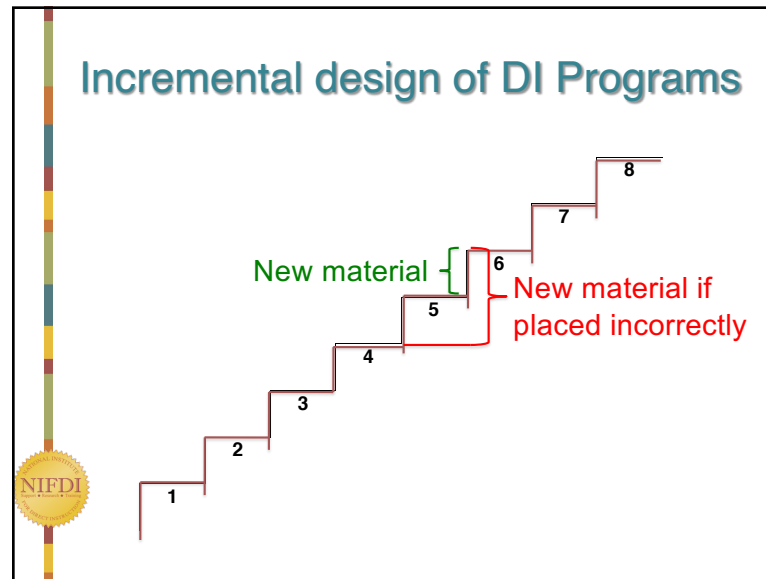
15

15

## Incremental design of DI Programs



16



17

## Foundations of Authentic Direct Instruction

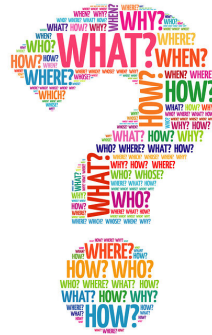
### Efficiency

- Cover as much content, at mastery, in a timely manner to allow for **more** content to be covered in the course of the school year
- Delivery techniques in service of efficiency:
  - **Fidelity** to the scripted presentation
  - Using group **signals** to provide **think time** and obtain **unison responses**
  - Skills-based placement so students have **prerequisite skills** to build upon
  - Homogenous grouping to allow for **acceleration and remediation** based on student performance

18

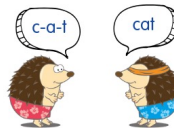
18

Questions about the  
efficiency of authentic  
Direct Instruction...or?



19

## What the research tells us about Phonemic Awareness



The ease with which students learn to read often depends on their level of phonological/phonemic awareness (Shaywitz, 2003).

Explicit instruction in phonemic awareness is important, and it should follow a developmental progression from working with words and parts of words to manipulating individual sounds (Mott and Rutherford, 2012).



20

20

## What Direct Instruction programs do for students

### Phonemic awareness instruction:

- Starts out with the simplest of possible examples of “saying it fast”: compound words (or a common noun composed of two simple words)
- Applies the strategy of ‘say it fast’ to blend individual sounds into words (phoneme blending) and uses spelling formats to identify and encode individual sounds in words (phoneme segmentation)
- Uses rhyming formats to support isolation of word parts



21

21

## Phonemic Awareness Example

### DI SCRIPT CONVENTIONS

What the teacher says is in blue.

(What the teacher does is in parentheses.)

*What the students say is in Italics.*



National Institute for Direct Instruction

22

22

## Phonemic Awareness Example

From Lesson 1 of RMSE K Reading

### ★ SAY IT FAST

These are oral exercises. The children do not read the words they say fast.

#### EXERCISE 8

##### Children say it fast

- a. Let's play Say It Fast.
- b. (Hold out your hand.) Listen. **Peanut** (pause) **butter**. (Pause.) **Say it fast!** (Drop your hand.) *Peanutbutter. Yes, peanutbutter.*



National Institute for Direct Instruction

23

23

Do not show the picture until step g, exercise 10.

#### EXERCISE 10

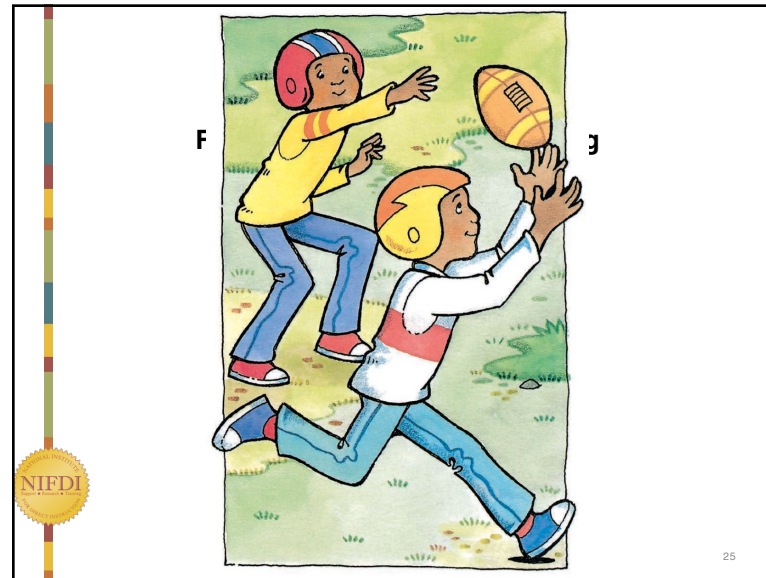
##### Children say it fast, then see a picture

- a. (Do not show the picture until step g.)
- b. If you can say this word fast, I'll show you a picture.
- c. (Hold out your hand.) Listen. **Foot** (pause) **ball**. (Pause.) **Say it fast!** (Drop your hand.) *Football.*
  - *What word?* (Signal.) *Football.*
- d. **Yes, what is the picture going to show?** (Signal.) *Football. Yes, football.*
- e. (Hold out your hand.) **The boys you will see in the picture are playing . . .** (Pause.) **Foot** (pause) **ball**. (Pause.) **Say it fast!** (Drop your hand.) *Football.*
- f. (Repeat e until firm.)
- g. **Here's the picture.** (Show the picture.)



24

24



25

## Phonemic Awareness Example

Lesson 4 contains a mix of "Say-it-fast" exercises with compound words and regular words.

### EXERCISE 10

Children say the word fast

- Let's play Say It Fast.
- (Hold out your hand.) Listen. **Mmmééé.**  
Say it fast. (Drop your hand.) **Me. Yes, me.**
- (Repeat b until firm.)
- (Call on individual children to do b.)

### EXERCISE 11

Children say it fast

- Let's play Say It Fast again.
- (Hold out your hand.) Listen. **Soda** (pause) **pop.** (Pause.) Say it fast! (Drop your hand.) **Sodapop. Yes, sodapop.**
- Here's another word. (Hold out your hand.) Listen. **Base** (pause) **ball.** (Pause.) Say it fast! (Drop your hand.) **Baseball. Yes, baseball.**
- (Repeat b and c until firm.)

26

## Phonemic Awareness Example

Lesson 19 of RMSE Reading Grade K



27

## Phonemic Awareness Integration From L. 40

### EXERCISE 6

Children sound out the word and say it fast

- (Touch the first ball of the arrow for **sēēm**.)  
Sound it out. Get ready. (Move quickly under each sound.) Sssēēmmm.
- (Return to the first ball.) Again, sound it out. Get ready. (Move quickly under each sound.) Sssēēmmm.
- (Repeat *b* until firm.)
- (Return to the first ball.) Say it fast. (Slash.)  
Seem.  
  - Yes, **seem**. You (pause) **seem** (pause) happy.
- (Call on individual children to do *b* and *d*.)



National Institute for Direct Instruction

28

28

## Phonemic Awareness Example

From Lesson 4 of  
Corrective Reading  
Decoding Level A:

- Practiced in L1-65
- Builds pronunciation skills to integrate with phonics
  - Say sounds in words
  - Repeat words presented by teacher
  - Identify middle sounds in words and discriminate middle sounds

**EXERCISE 7**

**PRONUNCIATIONS**

1. Listen. We planted a seed. (Pause.) Seed. Say it. (Signal.) Seed.
2. I'll say the first sound in the word sssëëëd. (Pause.) sss. What's the first sound? (Signal.) sss. Yes, sss.
3. Say the middle sound in the word sssëëëd. Get ready. (Signal.) ëëë. Yes, ëëë.

To correct:

- a. (Hold up one finger.) sss.
- b. (Hold up two fingers.) ëëë.
- c. What's the middle sound in sssëëëd? (Signal.) ëëë. Yes, ëëë.
- d. (Repeat step 3 until firm.)

4. Listen: sad. Say it. (Signal.) Sad.
5. I'll say the first sound in the word sssäääd. (Pause.) sss. What's the first sound? (Signal.) sss. Yes, sss.
6. Say the middle sound in the word sssäääd. Get ready. (Signal.) äää. Yes, äää.
7. One of those words has the middle sound ëëë. I'll say both words again: seed (pause) sad. Which word has the middle sound ëëë? (Signal.) Seed. Yes, seed.

29

29

## Phonemic Awareness Example

From Lesson 30 of  
Corrective Reading  
Decoding Level A:

- Discriminate vowel sounds
  - Expansion of skills applied in earlier lessons
  - Leads to hearing sounds that correspond to spelling patterns
  - In later lessons, expands to differentiating similar sounding words by meaning

**EXERCISE 2**

**PRONUNCIATIONS**

**Note:** Do not write the words on the board. This is an oral exercise.

**Task A Bell, bill**

1. Listen: bell (pause) bill. Say those words. (Signal.) Bell, bill. (Repeat until firm.)
2. One of those words has the middle sound ëëë. I'll say the words again: bell (pause) bill.
  - Which word has the middle sound ëëë? (Signal.) Bell. Yes, bell.
3. Which word has the middle sound IIII? (Signal.) Bill. Yes, bill.
4. Listen: bëëëIII. What's the middle sound in the word bell? (Signal.) ëëë. Yes, ëëë.
- Listen: bIIIIII. What's the middle sound in the word bill? (Signal.) IIII. Yes, IIII. (Repeat until firm.)

**Task B Din, den**


1. Listen: din (pause) den. Say those words. (Signal.) Din, den. (Repeat until firm.)
2. One of those words has the middle sound IIII. I'll say the words again: din (pause) den.
  - Which word has the middle sound IIII? (Signal.) Din. Yes, din.
3. Which word has the middle sound ëëë? (Signal.) Den. Yes, den.
4. Listen: dIIIInn. What's the middle sound in the word din? (Signal.) IIII. Yes, IIII.
- Listen: dëëëInn. What's the middle sound in the word den? (Signal.) ëëë. Yes, ëëë.
5. (Repeat step 4 until firm.) Good job.

**Task C. Fill, fell**

30

30

Questions about how phonemic awareness is included the Direct Instruction programs...or?




NIFDI

31

## What the research tells us about Phonics Instruction

**Decodability** is a critical characteristic of early reading text

- Increases the probability that students will use a consistent decoding strategy
- Provides the opportunity to **read words accurately the first time** by **applying** the decoding strategy
- Results in the possibility of **comprehension**—the ultimate goal of reading



NIFDI

32

32

## What Direct Instruction programs do for students

### In RMSE K and 1, Phonics

instruction includes learning sounds through:

- A modified reading orthography so sounds are easier to distinguish from each other, with each symbol representing a different sound
- Letters are referred to as sounds, not letters
- Blending strategy – no stopping between sounds

### Reading Mastery Signature K Sounds

Sounds in Order of Presentation with 100 of Illustrations

a m s ē r d  
 f i th t n c o  
 ā h u g l w  
 sh I k ō v p  
 ch e b inġ ī  
 y er x oo J  
 ŷ wh qu z ū



33

33

hē has a fat cat. hē has fun  
 with his fat cat.  
 his mom has a littl. cat. shē  
 has fun with thē littl. cat. thē  
 littl. cat has fun in thē sand.



34

34

## What Direct Instruction programs do for students

### In *Corrective Reading* *Decoding, Phonics*

instruction includes learning sounds through:

- Standard orthography
- Application of sounds in highly controlled, decodable text
- Reading of irregular words
- Blending strategy in Decoding A and spelling strategy in Decoding B1 and up
- Vowel conversion and word ending exercises

**Lesson 61**

**EXERCISE 3**

**WORD READING THE FAST WAY**

1. You're going to read these words the fast way.  
2. For each word Touch the ball of the pencil. Repeat. What sound? (Shah-right)  
3. Repeat each list until firm.

next	smelling
under	just
grabs	think
of	town
check	lift
lost	damp
frog	belt
held	after
you	what
	hold
	very

Lesson 61, Decoding A 179-2

35

Questions about how  
phonics instruction is  
included in Direct  
Instruction programs  
or...?



36

## What the research tells us about Fluency Instruction

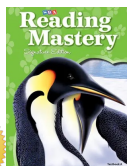
Fluent, accurate decoding has repeatedly been found to be the key indicator of proficient reading. Automaticity in word recognition, (dependent on knowledge of phonics), allows the reader to attend to meaning.



37

37

## What Direct Instruction programs do for students



Robust emphasis on **fluency development**

- Read and reread decodable passages orally while receiving corrective and positive feedback from a competent reader
- Monitored in all program levels with routine fluency checks for rate and accuracy
- Fluency expectations align with Hasbrouck and Tindall norms (2017)
- Fidelity to the lesson formats and teaching to mastery results in predictable student outcomes

38

38

**INDIVIDUAL CHECKOUT**  
**EXERCISE 14**

2½-minute individual fluency checkout:  
rate/accuracy

- a. As you are doing your worksheet, I'll call on children one at a time to read **part of the story**. If you can read the part of the story in less than two and a half minutes, and if you make no more than three errors, I'll put two stars after your name on the chart for lesson 10.
- b. If you make too many errors or don't read the part of the story in less than two and a half minutes, you'll have to practice and do it again. When you do read it in under two and a half minutes with no more than three errors, you'll get one star. Remember, two stars if you can do it the first time, one star if you do it the second or third time you try.
- c. (Call on each child. Tell the child.) Start with the title and read the first page of the story very carefully and keep reading to the end of the sentence that goes on to the next page. Go. (Time the child. If the child makes a mistake, quickly tell the child the correct word and permit the child to continue reading. As soon as the child makes the fourth error or exceeds the time limit, tell the child to stop.) You'll have to read the story to yourself and try again later. (Plan to monitor the child's practice.)
- d. (Record two stars for each child who reads appropriately. Congratulate those children.)
- e. (Give children who do not earn two stars a chance to read the part of the story again before the next lesson is presented. Award one star to each of those children who meet the rate and accuracy criterion.)  
104 words/2.5 min = 40 wpm [3 errors]

**Reading Fluency**

<b>Accuracy</b> accurate decoding	<b>Rote</b> not too fast not too slow	<b>Prosody</b> phrasing
---	---	----------------------------

39

39

Chee worked as a slate stacker for nearly a year. By then, her rate of stacking was very good. But she was getting a little sick of her job. "Stack, stack, stack," she said. "It's time to do something else." So she went to the woman who ran the slate plant and said, "I think I have to quit and get another job." The woman said, "You have been a good worker. Good luck." Chee left the plant and went looking for work. She came to a sleeve plant. They made sleeves for coats in this plant.

[1]

**First-part questions:**

- a. How long had Chee been a slate stacker? (Idea: For nearly a year.)
- b. What kind of plant did Chee come to after leaving the slate plant? (Idea: A sleeve plant.)

**LESSON NUMBER**

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35									
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
140	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20				

Questions about how oral reading fluency growth is included in Direct Instruction programs or ...?



41

## What the research tells us about Word Analysis

Fluent readers look for familiar morphemes (the smallest unit that carries meaning) in words.

Reading "chunks" of words increases fluency. Knowledge of morphemes also increases word knowledge (vocabulary).



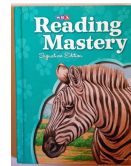
42

42

## What Direct Instruction programs do for students

In Authentic Direct Instruction programs, as students move beyond the basics of decoding:

- The focus shifts to **word analysis**
- Students read words with similar phonic elements AND irregular words
- Word analysis moves from sounding out each sound in a word to using word spelling patterns to recognize, practice and store new words for automaticity and meaning



## Reading Mastery Signature Edition Gr 3 L 83

### Column 2

- f. Find column 2. ✓
- (Teacher reference.)

1. platform	4. conversation
2. avoid	5. emergency
3. sharply	6. confidence

- g. Word 1. What word? (Signal.) Platform.
  - Spell platform. Get ready. (Tap for each letter.) P-L-A-T-F-O-R-M.
- h. Word 2. What word? (Signal.) Avoid.
  - Spell avoid. Get ready. (Tap for each letter.) A-V-O-I-D.
- i. Word 3. What word? (Signal.) Sharply.
  - Spell sharply. Get ready. (Tap for each letter.) S-H-A-R-P-L-Y.
- j. Word 4. What word? (Signal.) Conversation.
  - (Repeat for words 5 and 6.)
- k. Let's read those words again, the fast way.
  - Word 1. What word? (Signal.) Platform.
    - (Repeat for words 2-6.)
  - l. (Repeat step k until firm.)

**Individual Turns**  
(For columns 1 and 2: Call on individual students, each to read one to three words per turn.)

83

<p style="text-align: center; font-weight: bold; font-size: 0.8em;">A</p> <ol style="list-style-type: none"> <li>1. schoolbook</li> <li>2. understood</li> <li>3. pickup</li> <li>4. policemen</li> </ol>	<p style="text-align: center; font-weight: bold; font-size: 0.8em;">B</p> <ol style="list-style-type: none"> <li>1. platform</li> <li>2. avoid</li> <li>3. sharply</li> <li>4. conversation</li> <li>5. emergency</li> <li>6. confidence</li> </ol>
---	---

**B The Pyramid**

"Isn't there anything we can do?" Maria shouted.

"There's an emergency brake in the trailer," the driver said. "But I don't know how we can get back there to push down on it."

Waldo turned around and looked at the trailer. It was like a big box with a little window facing the truck. The window was too small for anybody to climb through.

Waldo asked, "How does the emergency brake work and where is it?"

The driver explained, "The brake is on the left side of the trailer. It's on a little platform. But you have to push down on it with a lot of weight to make it work. You have to press down on it with the weight of at least 80 pounds."

The truck was speeding toward another curve. It wasn't a very sharp curve, but the truck and trailer almost tipped over when it went around the curve. The truck started to slide and the tires screamed. The rear wheels of the truck started to slide off the road. Waldo looked down. For a moment he didn't breathe. Then the truck came back onto the road. A car coming the other way was right in front of the truck. The truck driver kept honking the horn. The car turned sharply. The truck just missed the car and continued to fly down the road.

"I'm going to work that emergency brake," Waldo yelled. He opened the back window of the truck and climbed through it into the pickup bed. Just then, the truck went around another curve. The curve was not very sharp, but the truck was going so fast that

## What the research tells us about Vocabulary



Decades of research data provide evidence of a **strong relationship** between **vocabulary and reading comprehension**.

Adding a word to one's lexicon requires **understanding multiple meanings**, knowing its different **functions**, and being able to **connect the word to other related words** (Beck & McKeown, 1991; Nagy & Scott, 2000).



Additionally, learners must have **multiple interactions** with the word in a number of **expressive and receptive contexts**.

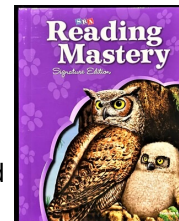
45

45

## What Direct Instruction programs do for students

There are multiple strategies used for **vocabulary** instruction

- Early Grades → focus on oral language; important background information, vocabulary, and thinking skills necessary for reading comprehension
- Later Grades → students work with definitions, synonyms, context clues, and explicit explanations
- Visual displays connect words to images



46

46

Reading Mastery Signature Edition Grade 5 Lesson 37

**LESSON 37**

**EXERCISE 3**

**Vocabulary Definitions**

1. Everybody, find part B. ✓  
 • These are definitions for the words you just read.

2. (For each word, call on a student to read the definition and the item. Then ask the student to complete the item.)

1. **obliged**—When you are obliged to do something, you are required to do it.  
 • What's another way of saying *She was required to visit Mrs. Jones*?  
 • What's the answer? (Response: She was obliged to visit Mrs. Jones.)

2. **frail**—Somebody who is frail is weak and delicate.  
 • What's another way of saying *The leaf was weak and delicate*?  
 • What's the answer? (Response: The leaf was frail.)

3. **plume**—A plume is a large feather. People sometimes wear plumes on hats.  
 • What do we call large feathers?  
 • What's the answer? (Response: Plumes.)


4. **wardrobe**—All the clothes you have are called your wardrobe.  
 • What is your wardrobe?  
 • What's the answer? (Idea: All the clothes you have.)

5. **adorn**—When you adorn something, you decorate it.  
 • What's another way of saying *Her hat was decorated with plumes*?  
 • What's the answer? (Response: Her hat was adorned with plumes.)

Three main types of exercises are used to teach and review vocabulary words:

- Definitions: Students read definitions aloud and then answer questions about the words.
- Review: Students use vocabulary words to complete sentences that define the words.
- Context: Students use context clues to determine correct usage of vocabulary words.

Vocabulary words are also reviewed in puzzles and comprehension activities.



47

Reading Mastery Signature Edition Gr 5 L 37

**Skill Items**

Practicing vocabulary in context

Write the word from the box that means the same thing as the underlined part of each sentence.

supported	attached	jungle	contest
image	startled	rushed	fever


1. The picture was faded.  
 2. The gloves were connected to the jacket.  
 3. He was suddenly surprised by the loud noise.

Vocabulary Cumulative Review

Use the words in the box to write complete sentences.

attached	constructed	occasional	steady
machine	normal	hailed	foul
force			

5. The [ ] [ ] smell was [ ].  
 6. They [ ] an enormous [ ].



48

## What the research tells us about Comprehension

Strategy instruction is most effective when strategies are explicitly taught in the context of actual reading. National Reading Panel, 2000; Duffy, (2002)

This direct style of instruction should involve explaining the strategy as well as modeling or demonstrating how and when to use it (Dewitz et al. 2009)



49

49

## What Direct Instruction programs do for students

Through narrative texts like fables, folktales, and poetry in addition to informational texts on history, current events, and science, students participate in the following:

\*Grades K-1 → engage in discussions, retell details, identify main idea, compare characters, answer questions with multiple answers

\*Grades 2-3 → compare/contrast, character development, inference, cause/effect, sequencing, point of view


\*Grades 4-5 → compare accounts, identify themes, analyze statements, examine contradictions



50

50

Questions about how vocabulary and comprehension instruction is included in Direct Instruction programs or ...?



51

51

## DI Literacy Programs

**Developmental programs for CORE INSTRUCTION**

Title	No. of Levels	Intended Grades
Reading Mastery Signature Edition (RMSE) (MHE)	6	Pre-K-5
Reading Mastery Transformations (RMT) (MHE)	6	K-5
Spelling Mastery (MHE)	6	K-5
Teach Your Child to Read in 100 Easy Lessons (Simon & Schuster)	1	Pre-K-1
Funnix (Funnix.com)	2	K-1
REWARDS Intermediate (Voyager Sopris Learning)	1	4-6

52

52

## DI Literacy Programs

### Remedial programs

Title	No. of Levels	Intended Grades
Corrective Reading Decoding (MHE)	4	3-
Corrective Reading Comprehension (MHE)	4	4-
Spelling Through Morphographs (MHE)	1	4-
Expressive Writing (MHE)	2	4-
REWARDS (Voyager Sopris Learning)	3	6-
Essentials for Writing (MHE)	1	7-

53

## DI Literacy Programs

### Programs for English Language Learners

Title	No. of Levels	Intended Grades
Español to English (MHE)	1	Pre-K-2
Direct Instruction Spoken English (DISE) (Educational Achievement Publishing -- EAP)	2	3-

### Reading in a content area

Understanding U.S. History (University of Oregon Bookstore)	2	7-
---	---	----

National Institute for Direct Instruction 54

54

## Building Students' Self-Esteem

From *Conceptual Learning*, p. 83

“It is impossible to demonstrate any concept without also teaching a concept about the act of learning...Every teaching demonstration has characteristics that relate the child to the teaching presentation.”

In other words, every time we teach, the child is drawing conclusions about such critical concepts as the nature of school, the subject matter, and their own abilities.



National Institute for Direct Instruction

55

55

The degree to which an individual expects to be successful at a task



**0** Expectancy x Value = **0** Motivation

The degree to which an individual values the rewards that accompany the success



56

56

## Revisiting our Goals

Do you ...

- **have a working knowledge** about the design features of Authentic DI reading programs?
- know how pillars are embedded via those features to result in...
  - Effective instruction
  - Efficient instruction
  - Accelerated instruction



57

57

## DIRECT INSTRUCTION

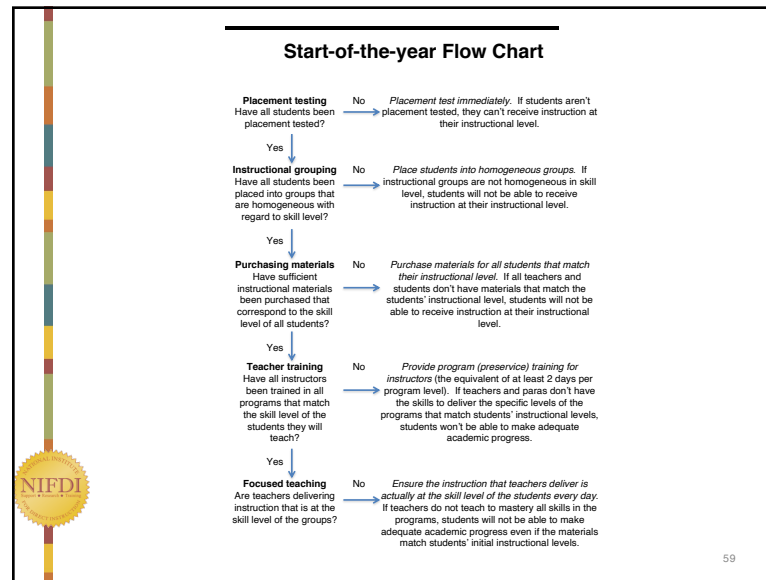
A PRACTITIONER'S  
HANDBOOK

KURT ENGELMANN

JOHN CATT  
FROM HARVARD EDUCATION



58



59

## National Direct Instruction Conference

- Join us at the 51st National Direct Instruction Conference in Eugene, Oregon: July 21-25, 2025
  - Administrator Leadership Institute – school and district leaders
  - Higher Education Institute – college & university-level instructors
  - Coaching Institute – Direct Instruction coaches
  - DI Trainer Institute – experienced teachers and leaders
  - DI program training and other sessions to support school-wide and intervention implementations
- Go to [www.nifdi.org](http://www.nifdi.org) to view the conference brochure and registration information
- Contact us to express your interest in implementation support at <https://www.nifdi.org/about/contact-us.html>

60

60

## Follow NIFDI

Scan the QR code with your phone or go to <https://bit.ly/m/FollowNIFDI>



bitly

**Contact us at:**  
[info@nifdi.org](mailto:info@nifdi.org)  
1-877-485-1973  
[www.nifdi.org](http://www.nifdi.org)



