
Direct Instruction: Available Programs

Prepared by the Education Consumers Foundation

November 28, 2011



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PROGRAMS DESIGNED FOR USE BY NON-EDUCATORS

Funnix computer reading and math programs

Funnix Beginning Reading and *Funnix 2* is 220 complete lessons taking children from beginning non-readers to reading at a beginning third grade level. The *Funnix* DVD package includes 4 installers and 5 special-use files for all lessons and print material.

Engelmann, S., & Engelmann, O. (2002). *Funnix Reading 2*. Eugene, OR: Royal Limited Partnership.

Engelmann, S., Engelmann, O., & Seitz-Davis, K. L. (2001). *Funnix, Beginning Reading*. Eugene, OR: Royal Limited Partnership.

Funnix Beginning Math is a 100-lesson computer program, designed for preschool or kindergarten children who know no math and have no counting skills. It is also appropriate for older students who have not learned beginning math operations. The *Math* DVD consists of 2 installers and 3 special-use files which can be printed.

Engelmann, S., & Engelmann, O. (2011). *Funnix Beginning Math*. Eugene, OR: Royal Limited Partnership.

Teach Your Child to Read in 100 Easy Lessons

Teach Your Child to Read in 100 Easy Lessons is a complete, step-by-step program that shows parents simply and clearly how to teach their children to read. Twenty minutes a day is all you need, and within 100 teaching days your child will be reading on a solid second-grade reading level. One hundred lessons, fully illustrated and color-coded for clarity, give your child the basic and more advanced skills needed to become a good reader.

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

PROGRAMS DESIGNED FOR SCHOOL USE AND REQUIRING TRAINING

Note: Each program is presented in categories by name (which are clickable), a brief description (often excerpted from the publisher), editorial comment on the resource, and links to research.

Reading

Reading Mastery Signature

The flagship DI language arts program for elementary school, suitable for the full range of learners. Six levels, K-5, each designed for children reading at or near grade level. Used in thousands of classrooms, from Big Lake, Alaska, to Cape Coral, Florida, from Seattle to Cleveland to Baltimore to Miami. Reports from implementation sites: <http://bit.ly/tCHOpv>

Reading Mastery has been a successful reading program for all kinds of students, from those most at risk of failure to the most gifted, for more than 35 years. Flexible and comprehensive, *Reading Mastery Signature Edition* greatly expands and refines instruction found in previous editions, appropriate for use as a supplemental intervention program or a comprehensive core reading program. It is organized into three strands: (a) the Reading strand addresses phonemic awareness, phonics, word analysis, fluency, vocabulary, comprehension, spelling, decoding, and word recognition skills; (b) the Oral Language/Language Arts strand addresses oral language, communication, and writing skills; and (c) the Literature strand is designed to provide students with opportunities to read a variety of different types of text and to develop their vocabulary. Each strand can be used as a supplement to the core curriculum for targeted intervention, or combined for use as a comprehensive, stand-alone reading and language arts program that meets rigorous state standards.

Engelmann, S., & Hanner, S. (2008). *Reading Mastery Reading/Literature Strand Levels K-5* (Signature ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

See listing for *Oral Language/Language Arts Strand* in Language and Writing section below.

Horizons

Intended for fast learners and high performers. Reports from implementation sites: <http://bit.ly/vRu5yE>

Horizons is a program for children who enter school with a moderate-to-high literacy background. Designed for K-3, its unique instructional sequence incorporates word attack, story reading, comprehension exercises, spelling, and independent work on a daily basis to ensure success. Levels A and B, and Fast Track A-B for faster learners, build a solid foundation for fluency and comprehension by systematically teaching phonemic awareness and phonics. Fast Track C-D expands key decoding and vocabulary skills while developing higher order thinking and comprehension strategies.

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

Corrective Reading

Proven to be the most effective program to accelerate learning in students who have fallen behind their peers. Proceeds efficiently and thoroughly from the most basic to the most advanced reading skills. Widely used in upper elementary, middle and high schools to teach students whom educators had not been able to reach in any other way. Reports from implementation sites: <http://bit.ly/uLTxmo>

Corrective Reading provides intensive reading intervention for students in Grades 3 to adult who are reading below grade level and who must be taught more in less time to catch up. This intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for **decoding** plus four for **comprehension** address the varied reading deficits and skill levels found among older students.

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

Language and Writing

Reading Mastery Signature Edition Language Arts Strand (*scroll to bottom of the page at link*)

For the full range of learners and abilities, the *Language Arts Strand* comprises six levels—K-5, designed for children performing at or near grade level. The strand teaches the oral language skills necessary to understand what is said, written, and read in the classroom; helps students communicate ideas and information effectively, and; develops the ability to use writing strategies and processes successfully. The strand combines elements of *Language for Learning*, *Language for Thinking*, and enhanced versions of *Reasoning & Writing* all described below.

Engelmann, S., & Hanner, S. (2008). *Reading Mastery Language Arts Strand Levels K-5* (Signature ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Language for Learning

A crucial program for many pre-school and kindergarten children from poor homes, as well as for English Language Learners and others with limited vocabulary and oral language skills. Reports from implementation sites: <http://bit.ly/t5hLyQ>

Language for Learning provides young learners with the basic knowledge and understanding of language they will need to be able to learn. This oral language program teaches children the words, concepts, and statements important to both oral and written language, and helps enable them to extend this knowledge to other areas of their development. *Language for Learning* gives early students the essential tools and understanding to foster continued educational success.

Engelmann, S., & Osborn, J. (1998). *Language for Learning* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Language for Thinking

Reports from implementation sites: <http://bit.ly/vf9Qfw>

Language for Thinking builds upon the concepts, vocabulary, and statement patterns introduced in *Language for Learning*. Carefully organized sequences of activities, exceptional vocabulary development, extensive practice, sequencing and retelling exercises, and inference activities set the stage for reading comprehension and the grammatical analysis of written language.

Engelmann, S., & Osborn, J. (2002). *Language for Thinking* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Language for Writing

Language for Writing leads students towards independence as writers. The program teaches not only writing skills, but also the vocabulary, sentence, and organizational skills that underpin good writing. Ongoing exercises support the development of specific writing skills by showing students how to: write narratives, use specific words, make precise comparisons, summarize and retell, and proofread for punctuation, grammar, and usage.

Engelmann, S., & Osborn, J. (2006). *Language for Writing* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Reasoning & Writing

Six-level program designed for the full range of students, from the at-risk in kindergarten to gifted fifth graders. Progresses systematically from the most basic reasoning tasks to sophisticated exercises in logic and analysis, such as drawing conclusions from evidence.

To write well, students must be able to think well. With *Reasoning and Writing*, higher-level thinking is integrated with writing instruction to help students think logically and analytically, and express ideas efficiently and effectively. The program has six levels, with each level designed for children performing at grade level, K to adult.

Engelmann, S., & Seitz-Davis, K. L. (1991). *Reasoning & Writing: Level A* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., Brown-Arbogast, A., & Seitz-Davis, K. L. (1991). *Reasoning & Writing: Level B* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Silbert, J. (1991). *Reasoning & Writing: Level C* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Silbert, J. (1993). *Reasoning & Writing: Level D* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Grossen, B. (1994). *Reasoning & Writing: Level E* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Grossen, B. (1995). *Reasoning & Writing: Level F* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Expressive Writing

Quickly builds a solid foundation of skills, especially for students below grade level.

For grades 4 to adult, *Expressive Writing* helps poor writers improve their skills by teaching the basics of good writing. *Expressive Writing* focuses on the writing and the editing of basic sentences, paragraphs, and stories. Instructional strands include Mechanics, Sentence Writing, Paragraph and Story Writing, and Editing.

Engelmann, S., & Silbert, J. (1985). *Expressive Writing I* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Silbert, J. (1985). *Expressive Writing II* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Essentials for Writing

Sequel to Expressive Writing. A crash-course in writing for middle and high school students. Designed to meet state standards and prepare students for high school writing exit exams.

For grades 6 to adult, *SRA Essentials for Writing* is specifically designed to help middle/high school students write with clarity, purpose, and care. Systematic, explicit instruction and daily writing assignments ensure that students focus and structure their thinking, as well as learn strategies for accomplishing specific types of writing tasks. Appropriately scaffolded lessons prepare students to produce work that contains well-developed and pertinent ideas, supporting examples, and appropriate detail. Lessons target the skills, strategies, and knowledge students need to be successful on high-stakes tests. Outline diagrams set specific goals to help students focus on particular aspects of their writing.

Grammar, language use, and mechanics are woven throughout the program to provide long-term benefits to students' writing abilities.

Engelmann, S., & Grossen, B. (2010). *Essentials for Writing*. Columbus, OH: SRA/McGraw-Hill.

Cursive Writing Program

For grades 2-4, the *Cursive Writing Program* provides 140 lessons structured to teach students how to form letters, write words and sentences, and improve their speed and accuracy. This easy-to-use program works effectively for individual, small-group, or entire-class instruction. Special features include a simplified orthography that reduces frills, slant arrows to assist in positioning the paper correctly, and slant bars to prompt correct spacing.

Miller, S., & Engelmann, S. (1980). *Cursive Writing* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Math

Connecting Math Concepts: Comprehensive Edition (2012)

The flagship DI math program for elementary school, suitable for the full range of learners. Six levels, K-5. Lower three levels have been redesigned to be more effective with students who start out as low-performers. See research base here: <http://bit.ly/t4Aljo>

For grades K-5, *SRA Connecting Math Concepts: Comprehensive Edition* has been revised for levels A-C. This program gives students who are at-risk of falling behind or who have already fallen behind the chance to catch up and learn significant mathematics. The program has proven field results for a broad range of at-risk students. It provides explicit, systematic, intensive instruction to:

- Introduce key concepts clearly and carefully to accelerate student progress
- Teach students to connect skills and "big idea" concepts
- Monitor each student's progress daily to differentiate instruction
- Offer online activities to reinforce students' mastery
- Use explicit strategies that incorporate oral and written responses

Engelmann, S., & Engelmann, O. (2012). *SRA Connecting Math Concepts: Comprehensive Edition Level A* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, Ohio: McGraw-Hill Education.

Engelmann, S., Engelmann, O., & Carnine, D. (2012). *SRA Connecting Math Concepts: Comprehensive Edition Level B* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, Ohio: McGraw-Hill Education.

Engelmann, S., Kelly, B., & Carnine, D. (2012). *SRA Connecting Math Concepts: Comprehensive Edition Level C* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, Ohio: McGraw-Hill Education.

Engelmann, S., Engelmann, O., & Carnine, D. (1993). *Connecting Math Concepts: Level D* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., Kelly, B., & Carnine, D. (1994). *Connecting Math Concepts: Level E* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., Kelly, B., & Carnine, D. (1996). *Connecting Math Concepts: Level F* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Corrective Math

Like *Corrective Reading*, accelerates learning in students who are performing below grade level. See research base here: <http://bit.ly/t4Aljo>

For grades 3 to adult, *Corrective Mathematics* provides intensive support for students who have difficulty with mathematics. The series is organized into seven strategic modules that provide teacher-directed instruction on critical skills and concepts which struggling students often fail to grasp.

Engelmann, S., & Carnine, D. (1981). *Corrective Mathematics Series Guide*. Chicago: Science Research Associates.

Engelmann, S., & Carnine, D. (1981). *Corrective Mathematics: Division* (Teacher's Presentation Book, and Student Material). Chicago: Science Research Associates.

Engelmann, S., & Carnine, D. (1981). *Corrective Mathematics: Multiplication* (Teacher's Presentation Book, and Student Material). Chicago: Science Research Associates.

Engelmann, S., & Carnine, D. (1981). *Corrective Mathematics: Subtraction* (Teacher's Presentation Book, and Student Material). Chicago: Science Research Associates.

Engelmann, S., & Carnine, D. (1981). *Corrective Mathematics: Addition* (Teacher's Presentation Book, and Student Material). Chicago: Science Research Associates.

Distar Arithmetic

For children entering kindergarten with very limited math and language skills, *Distar® Arithmetic* carefully teaches basic math skills so students fully understand it and provides practice, ensuring student mastery. Students are shown how to use consistent, step-by-step thinking processes so all students can solve increasingly complex problems independently and with confidence.

Engelmann, S., & Carnine, D. (1975). *DISTAR Arithmetic I* (2nd ed.) (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates. (Originally published 1970)

Essentials for Algebra

A one-year remedial crash course for middle and high school students. Described by one of its authors as 'a rescue opportunity for kids in danger of failing the high school math exit exam.'

For grades 7-12, *Essentials for Algebra* provides the essential knowledge that under-performing students need to tackle algebra. By using the highly-structured lessons in this year-long math intervention course, more students will master essential pre-algebra content and gain an understanding of introductory concepts found in traditional Algebra I classes. This program is ideal as a middle school or high school pre-algebra program.

Engelmann, S., Kelly, B., & Engelmann, O. (2008). *Essentials for Algebra*. (Teacher's Guide, Textbook, Workbook). Columbus, OH: SRA/McGraw Hill.

Spelling

Spelling Mastery

Six-level program designed for the full range of students K-6. An effective introduction to DI techniques.

Spelling Mastery teaches students dependable spelling skills by blending the phonemic, morphemic, and whole-word approaches. *Spelling Mastery* interweaves these three approaches according to students' skill development and provides straightforward lessons to help efficiently and effectively teach the spelling skills students need to become proficient readers and writers.

Dixon, R., Engelmann, S., & Meier, M. (1998). *Spelling Mastery A* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1980)

Dixon, R., Engelmann, S., & Meier, M. (1998). *Spelling Mastery B* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1980)

Dixon, R., & Engelmann, S. (1998). *Spelling Mastery C* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1981)

Dixon, R., & Engelmann, S. (1998). *Spelling Mastery D* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1981)

Dixon, R., & Engelmann, S. (1998). *Spelling Mastery E* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1988)

Dixon, R., Engelmann, S., Steely, D., & Wells, T. (1998). *Spelling Mastery F* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Published in 1981 as E and in 1988 as F)

Dixon, R., & Engelmann, S. (1990). *Spelling Mastery Series Guide*. Chicago: Science Research Associate.

Spelling Through Morphographs

See research base here: <http://bit.ly/uGqfYJ>

For grades 4 to adult, *Spelling Through Morphographs* gives older students the tools they need to learn to spell. Fast-paced lessons and a systematic review of every morphograph (a unit of meaning in a word), combined with a few simple spelling rules, ensure that students master spelling strategies.

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

English Language Instruction

Direct Instruction Spoken English (DISE)

For non-English speakers grade three and older. Younger students should be taught with Language for Learning, described above.

Direct Instruction Spoken English (DISE) builds a functional mastery of the English language in one year or less. *DISE* provides an explicit, systematic instructional model that supports English language learners in acquiring a functional mastery of spoken English. *DISE* addresses the structure of the English language directly and never confuses students with random or inert words and phrases. The program teaches both academic and social vocabulary. Each of the 100 lessons in Level 1 is taught to mastery

through 90 minutes of oral delivery each day to the whole class. Lessons are carefully planned with clearly defined tasks and designed around offering learning in smaller increments. Every presentation manual includes a CD-ROM containing PowerPoint® slides for display during class time.

Engelmann, S., Johnston, D., Engelmann, O., & Silbert, J. (2010). *Direct Instruction Spoken English (DISE)*. Frederick, CO: Sopris West.

Español to English

For pre-K-2, *Español to English* helps Spanish-speaking children build English language skills by offering enough assistance to get them started in English-speaking classrooms, then gradually phasing them into English through *Language for Learning*. This program teaches concepts and skills in carefully sequenced daily lessons and provides the opportunity for both group and individual practice. Designed for 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

Engelmann, S., Osborn, J., Garza, M., & Snyder, T. (2001). *Español to English (Language For Learning)* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.