

DISE Overview

Program Overview
Grades 4–12

**Builds a Functional
Mastery of the
English Language
in One Year or Less**

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DIRECT INSTRUCTION

SPOKEN ENGLISH



DISE Ensures Optimum Learning Opportunities for English Learners

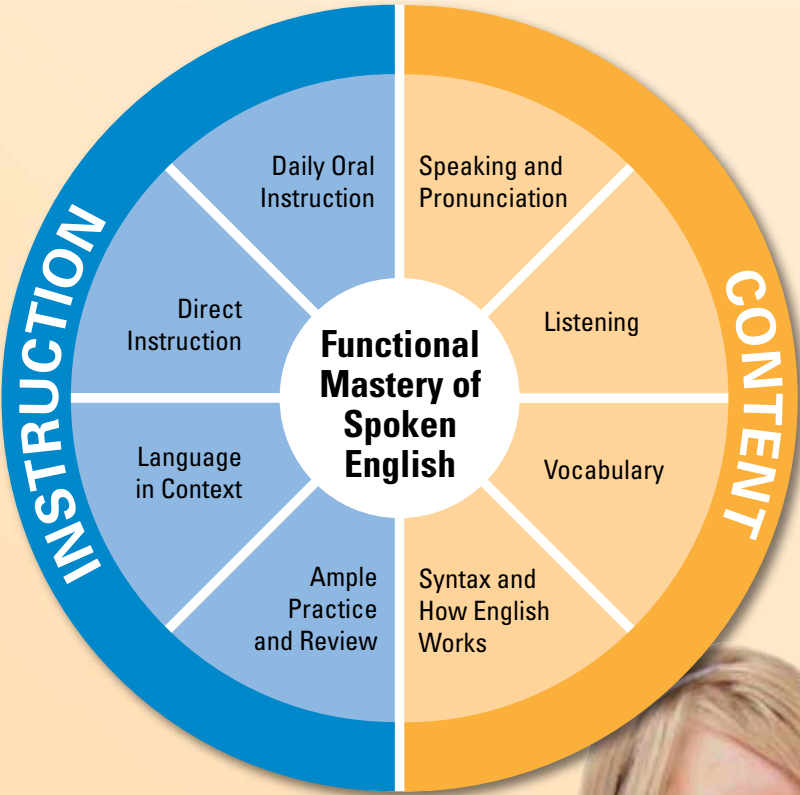
Direct Instruction: Spoken English (DISE):

- Builds a functional mastery of English in one year or less
- Accelerates English language development
- Prepares English learners (ELs) to thrive in content-area classes
- Takes advantage of students' native-language literacy skills
- Teaches academic and social vocabulary
- Engages students with fast-paced, multisensory activities
- Is designed for students from any language background

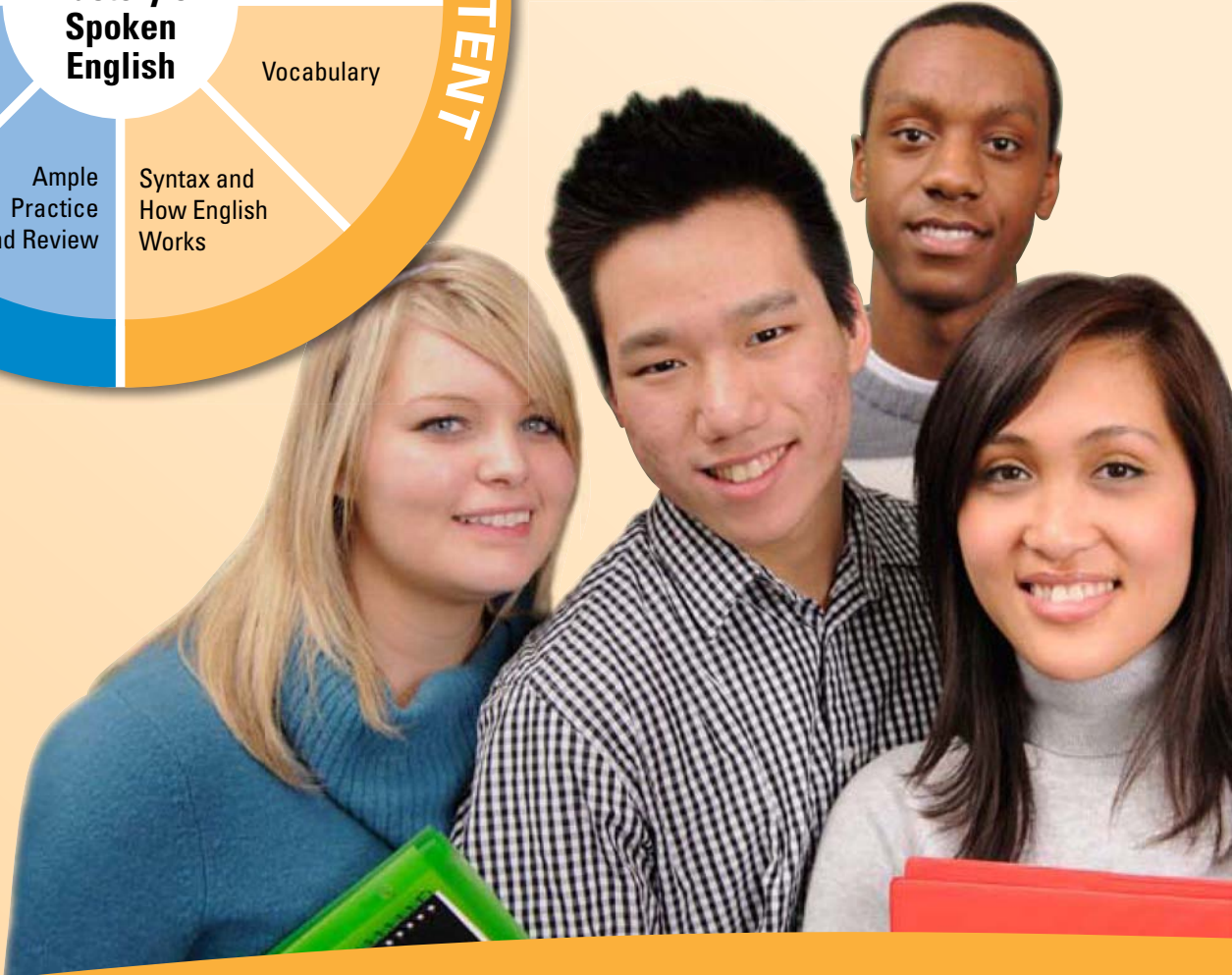
Visit www.soprislearning.com/dise to view a video of *DISE* in the classroom and access a complimentary product sample! Call 800-547-6747 for more information.



DISE provides an **explicit, systematic instructional model** that supports ELs in acquiring a functional mastery of spoken English. From instruction to content, *DISE* moves students to oral language proficiency.



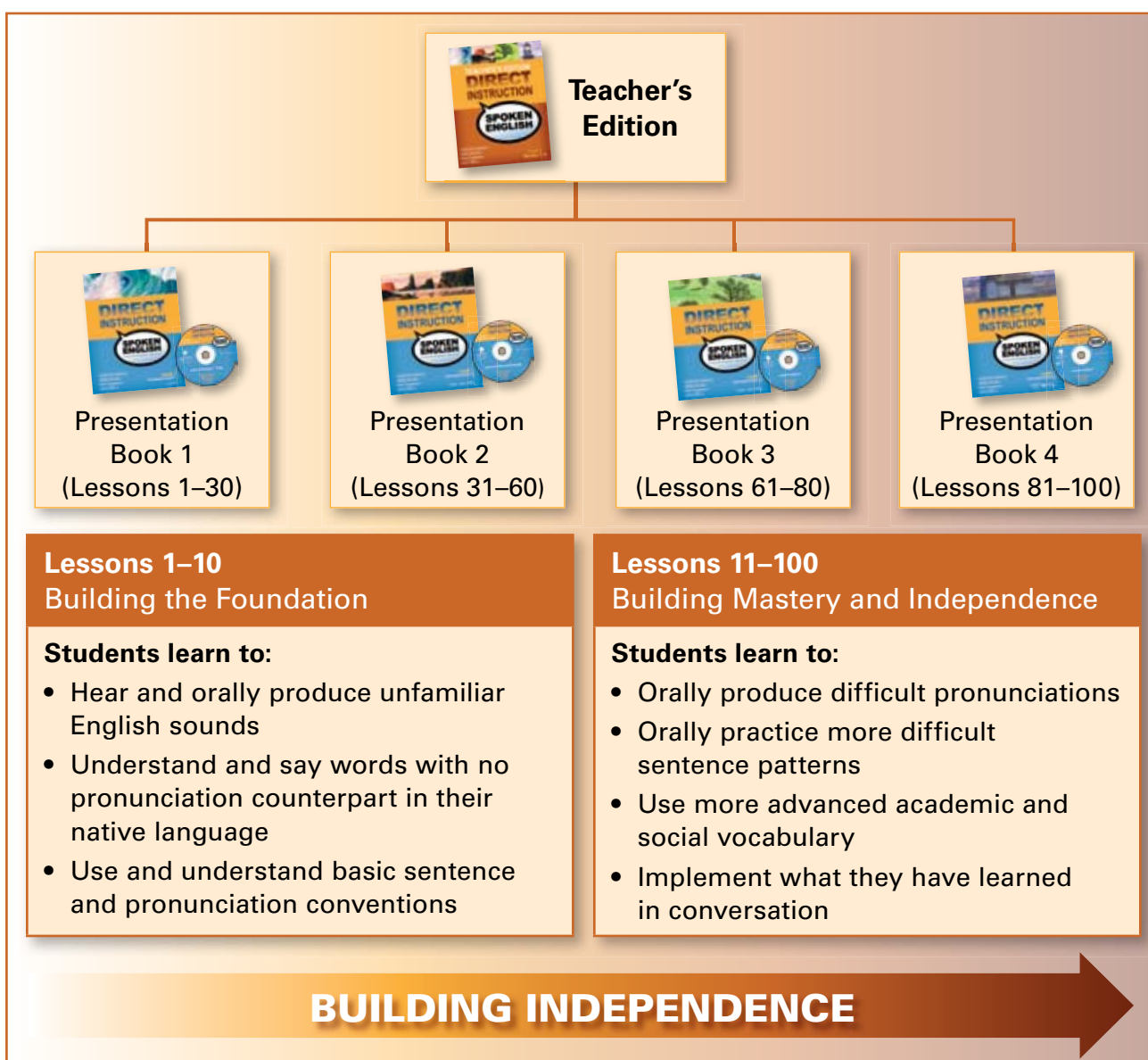
By lesson 60, students respond about 15 times a minute and say words at a rate of 60–80 words a minute, which means they say about 6,000 words in a lesson. This is about one-third the number of words an English-speaking person says in a day.



DISE Offers an Easy-to-Implement Instructional Design

DISE offers user-friendly, streamlined components. Because the entire program is based on oral instruction and speaking activities, students actively engage in oral learning and practice every day. Therefore, only teacher materials are needed.

The Teacher's Edition provides key program information, rationale, and detailed information on how to teach each lesson. Lessons are taught directly from the four Presentation Books.



Uses the “I do, we do, you do” model.

DISE Lessons Are Designed for Implementation Success

DISE lessons are carefully planned with defined tasks that are designed to offer learning in small increments. Each lesson:

- Includes easy-to-read directions and symbols
- Clearly identifies what teachers and students say and do
- Provides immediate corrective feedback and scaffolding support
- Motivates students with a fast pace and content that ensures participation by all

Yellow Icon
Signals the use of a display from CD

SMART-BOARD COMPATIBLE!

EXERCISE 4 **COUNT 1-8**

4a

a. (Point to ball.) **Your turn to count these things.**
(Touch each object as students count) 1, 2, 3, 4, 5.

- **How many things?** (Tap.) 5.

Repeat step a until firm.

4b

b. (Point to a car.) **What is this?** (Tap 2.) A car.

- **Your turn to count these cars.** (Touch each car as students count) 1, 2, 3.
- **How many cars?** (Tap.) 3.

Repeat step b until firm.

4c

c. (Point to numbers.) **My turn to count to eight.**
(Touch each number as you count) 1, 2, 3, 4, 5, 6, 7, 8.

d. (Point to 6.) **This is six.**

- **Say six with me.** (Tap.) Six.
- **Your turn: Say six.** (Tap.) Six.

Repeat steps c and d until firm.

TO CORRECT PRONUNCIATION

- **Say ick.** (Tap.) Ick.
- **Say icks.** (Tap.) Icks.
- **Say sicks.** (Tap.) Sicks.

Repeat until firm.

Activity Title
Red if new content, black if review

What the teacher says.
What the students say.
(What the teacher does.)
[What the student does.]

Visual Representations
Realistic visual representations for teachers and students

SMART-BOARD COMPATIBLE!

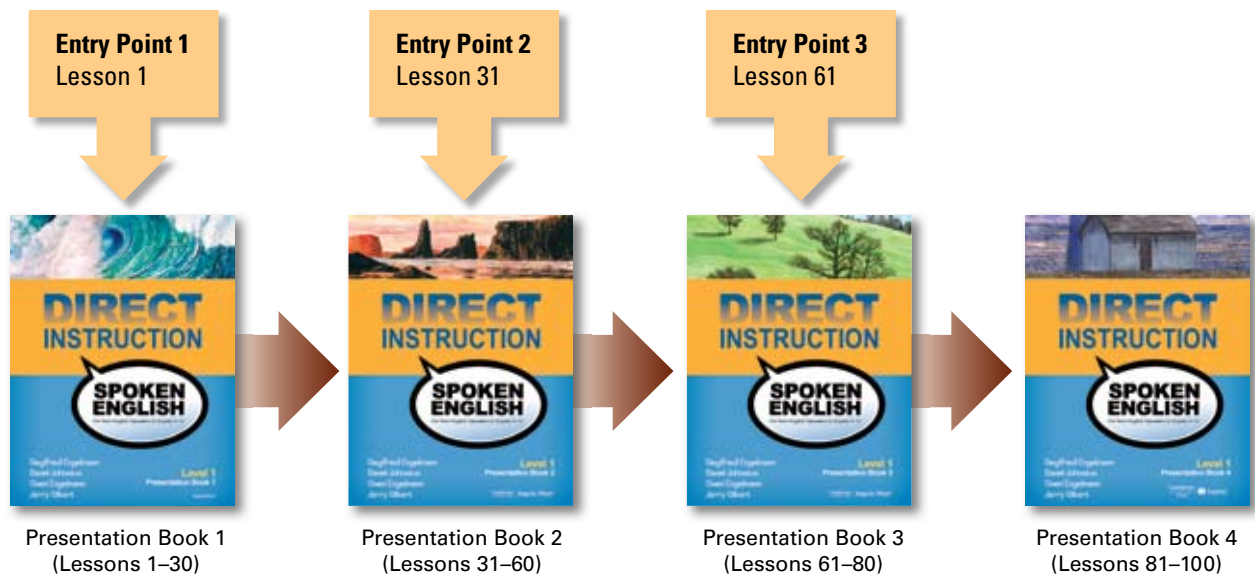
Immediate Corrective Feedback
Point-of-use correction support

Lesson 5, Exercise 4

DISE Includes Initial and Ongoing Assessments

DISE Differentiates From the Start With Appropriate Placement

In addition to scaffolding and differentiation throughout the lessons, *DISE* differentiates from the beginning of instruction with multiple entry points. Students begin *DISE* instruction at the level that is most appropriate for their speaking ability.



Student placement materials:

- Are user-friendly
- Use visual representations and total physical response
- Are individually administered
- Comprise two parts: A and B
- Are completely oral
- Measure foundational:
 - Vocabulary
 - Syntax
 - Pronunciation

Part A [] = standing is optional

1. Stand up.	[Student stands up.]	+	-
2. Touch your head.	[Student touches head.]	+	-
3. Touch your ears.	[Student touches ears.]	+	-
4. Touch your ear.	[Student touches one ear.]		
5. Clap your hands.	[Student claps hands.]		
6. Sit down.	[Student sits down.]		
Use picture A for items 7–10.			
7. (Touch coat.) What is this?	(e) Coat.	•	
8. (Touch spoon.) What is this?	(e) Spoon.	•	
9. (Touch fork.) What is this?	(e) Fork.	•	
10. (Touch coat.) What color is this coat?	Brown.		
Use picture B for items 11–13.			
11. (Touch both boys.) What are these?			
12. What are the ...			
13. How many boys ...			

Visual aids include a brown coat (labeled A), a spoon, and a fork.

DISE Provides Progress Monitoring Assessment

To ensure teachers have the most accurate picture of student knowledge, *DISE* provides multiple measures and assessment types that are administered throughout implementation.

Informal Assessment	
Listening	<ul style="list-style-type: none"> Occurs every day as teachers listen to student responses Teachers provide explicit and immediate corrective feedback
Individual Turns	<ul style="list-style-type: none"> Occur at the end of some group exercises Measure whether students have mastered what has just been presented Teacher calls on individual students to complete a particular task If more than 30% of students do not respond correctly, the exercise is retaught
Delayed Tests	<ul style="list-style-type: none"> Ask students to recall and practice a previously misunderstood item Ensure mastery and alert teacher if more practice is needed

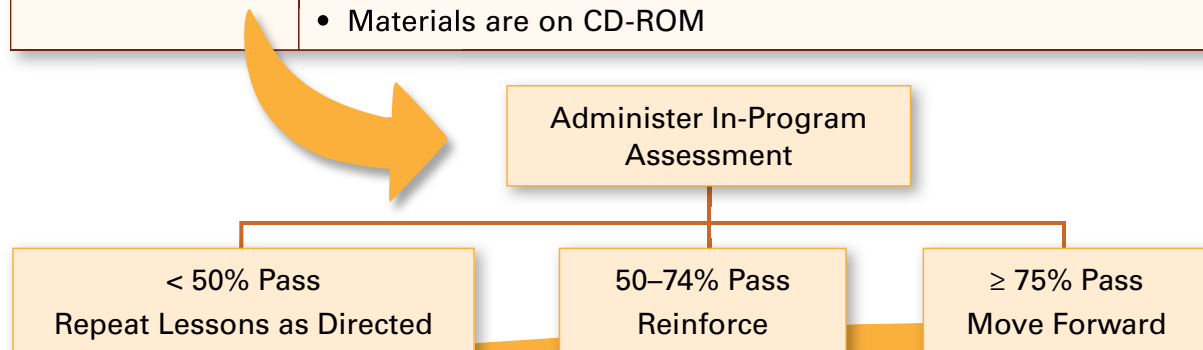
INDIVIDUAL TURNS

(Call on individual students to do one of the following tasks:)

- (Point to chair.) **What is this? A chair.**
Say the whole thing. *This is a chair.*
- (Point to pencil.) **What is this? A pencil.**
Say the whole thing. *This is a pencil.*

Lesson 4, Exercise 7

Formal Assessment	
Placement	See page 6.
In-Program Assessments <small>Adjust instruction based on student performance</small>	<ul style="list-style-type: none"> Occur at lessons 15, 30, 60, and 100 Individually administered; oral Include visual representations User-friendly directions and scoring Materials are on CD-ROM



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SPOKEN ENGLISH

Our teachers are excited, our students are excited—we're seeing a lot more participation as far as transfer skills.

—Terry Shick, ESOL Coach and Trainer

I am happy to say that we have seen results. We have many students who have made significant gains; who have expanded their oral vocabulary extensively. By the end of the first semester, many of them were able to exit the program to participate in general English and math classes. DISE has quickly enabled us to integrate students into high school life—socially and academically.

—Beverly Bowman, Principal
Nation Ford High School
Fort Mill, SC

Students who weren't speaking any English when they got here are now having conversations.

—Valerie Nims, ESL Teacher and District Coordinator

Every aspect of *DISE* was extensively field-tested in the classroom.

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