

Achievement Matters

The Newsletter from Educational Achievement Publishing

Explicit Instruction. Exceptional Outcomes.

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Letter from the Editor

Dear Educators,

Welcome to this issue of *Achievement Matters*, the newsletter from Educational Achievement Publishing—home of the Direct Instruction Spoken English (DISE) program.

Can you move faster in DISE with students who already know some English? **Yes—but carefully.** This issue's **DISE Focus** walks through when acceleration makes sense, what should never be skipped, and how to ensure students develop strong pronunciation and fluency along the way. It's a practical roadmap for maintaining DISE fidelity while meeting students where they are.

Corrections are not about mistakes—they're about learning. In our article, *The Power of a Strong Correction Procedure in DISE*, we highlight how

Direct Instruction Spoken English Level 1 is Now Available on Amazon!

To help our international customers save on high shipping costs, we have made DISE available through Amazon's print-on-demand service. Just search *Direct Instruction Spoken English* on your local Amazon website.

Level 2 will be available early 2026.



Direct Instruction Spoken English (DISE) Level 1 (5 book series)

Paperback Edition

Direct Instruction: Spoken English Builds a Foundational Mastery of the English Language
What is *Direct Instruction: Spoken English*?
Direct Instruction: Spoken English (DISE) provides an explicit, systematic instructional model to help English language learners acquire a functional mastery of spoken English. From instruction to content, *DISE* moves students to oral language proficiency.

Motivating for Every Student
DISE provides user-friendly, streamlined components. Because the entire program is based on oral instruction and speaking activities, students are motivated and actively engage in oral learning and practice every day.

clear, consistent corrections help students build accurate spoken English while keeping instruction brisk and confidence high. If you want students leaving each lesson stronger than when they entered, this is a must-read.

Thank you for all that you do to support student achievement.

Warmly,
Randi Saulter
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National Education Consultant
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Join EAP and the National Institute for Direct Instruction (NIFDI) for a DISE training on February 6th!

This session provides training for teaching *Direct Instruction Spoken English* (DISE), Levels 1 and 2.

Intended Audience: ELL Teachers, Grades 4-Adult
Experience Level: All

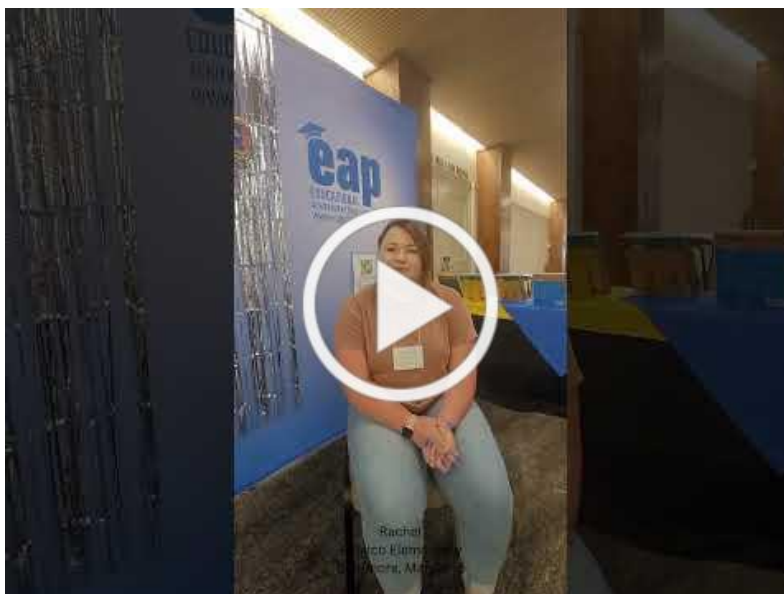
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Testimonial

Hear from Rachel, a dedicated teacher at Pimlico Elementary in Baltimore, Maryland!

At this year's National Direct Instruction Conference, Rachel participated in DISE training and shared her powerful success story using DISE at her campus. She describes how her students, many starting with little to no English, quickly gained the oral language needed to thrive. They advanced through Reading Mastery Signature Edition (RMSE) Kindergarten and 1st Grade, began speaking in complete sentences, and showed excitement and motivation for learning.

This unscripted interview also includes Rachel's heartfelt advice for new teachers beginning their DISE journey. ✨ Watch this 2-minute video now and be inspired!



We Want to Hear from You!

Have a great story, photo, or video of you or your students using *Direct Instruction Spoken English* (DISE)? Share your moments with us! Whether it's a success story, a funny classroom moment, or a highlight of your DISE implementation, we'd love to feature it in an upcoming issue of *Achievement Matters*, the EAP newsletter.

Send your submissions to info@eapublish.com and help inspire fellow educators!

DISE Focus: Can I Move Faster with Students Who Know Some English?

Yes! If about 75% of an instructional group placed into Level 1 Lesson 1 but already knows some English—or shows mastery of 90% of the early lesson content—you can accelerate their progress. Just be sure to follow these guidelines:

For Groups Placed into Level 1 Lesson 1:

Don't skip full lessons. Always teach at least 50% of the exercises. Skipping too much can leave a lesson consisting of only difficult material, which can be discouraging and leave gaps.

Always teach exercises with red headings. These introduce new content. If students breeze through them, you may skip similar ones in future lessons.

Fully teach every 10th lesson. This helps ensure students build the skills they need for more advanced material. If students show signs of difficulty, begin fully teaching every 5th lesson.

Watch for signs to slow down. If students need instruction in 1/3 or more of a lesson, return to teaching the full lesson sequence.

Focus on pronunciation. Students should match your model—sound, rhythm, and tone.

For Groups Who Place into Level 1 Lessons 31 or 61:

Teach the first five lessons in full. Focus on pronunciation and fluency.

Repeat these lessons if needed until students are solid.

Then, **follow the same acceleration plan** as described above for Lesson 1 students.

Reminder:

Don't rush at the expense of clear, natural pronunciation. By Lesson 15, most students should be **fluent with English sounds**—especially tricky vowel sounds. Getting there may take **hundreds of reps**, and that's okay!

The Power of a Strong Correction Procedure in DISE

A clear, consistent correction procedure is essential in any Direct Instruction (DI) program—and it's especially critical in *Direct Instruction Spoken English* (DISE). In DI, corrections are not about “catching mistakes” but about ensuring students receive immediate, accurate feedback so errors don't become habits. Quick, precise corrections help learners maintain momentum, understand the correct response, and build confidence.

In DISE, this process takes on even greater importance. Spoken English skills are built through active practice, repetition, and accurate modeling. When a student makes an error—whether in pronunciation, grammar, or vocabulary use—an immediate correction provides a clear model and another chance to succeed. This reinforces accurate language patterns, prevents fossilization of errors, and keeps the pace brisk so engagement stays high.

An effective DISE correction procedure is simple:

1. Model the correct response clearly.
2. Lead the student in repeating it accurately.
3. Test again to confirm mastery.

By making corrections fast, clear, and supportive, teachers create an environment where errors are seen as natural steps in learning—and every student has the tools to leave each lesson speaking English more accurately and confidently than before.



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