Builds a Functional Mastery of the English Language in One Year or Less
**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](http://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.

Functional Mastery of Spoken English

- Daily Oral Instruction
- Speaking and Pronunciation
- Listening
- Vocabulary
- Direct Instruction
- Language in Context
- Syntax and How English Works
- Ample Practice and Review
- 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 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.

**Lessons 1–10**  
**Building the Foundation**

- Students learn to:
  - Hear and orally produce unfamiliar English sounds
  - Understand and say words with no pronunciation counterpart in their native language
  - Use and understand basic sentence and pronunciation conventions

**Lessons 11–100**  
**Building Mastery and Independence**

- Students learn to:
  - Orally produce difficult pronunciations
  - Orally practice more difficult sentence patterns
  - Use more advanced academic and social vocabulary
  - Implement what they have learned in conversation

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

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**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.

**Immediate Corrective Feedback**

Point-of-use correction support

**Units of Instruction**

Bullets signal units of instruction

**Lesson Steps**

Small letters signify lesson steps

**Yellow Icon**

Signals the use of a display from CD

SMART-BOARD COMPATIBLE!

**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!

Lesson 5, Exercise 4
**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

**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.

**DISE Includes Initial and Ongoing Assessments**
**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                      | Occurs every day as teachers listen to student responses  
|                               | Teachers provide explicit and immediate corrective feedback |
| Individual Turns              | 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                 | Ask students to recall and practice a previously misunderstood item  
|                               | Ensure mastery and alert teacher if more practice is needed |

### Formal Assessment

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<th>Placement</th>
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| In-Program Assessments | 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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**Administer In-Program Assessment**

- **< 50% Pass**  
  Repeat Lessons as Directed

- **50–74% Pass**  
  Reinforce

- **≥ 75% Pass**  
  Move Forward

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**Lesson 4, Exercise 7**

(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.
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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