

DreamCatcher Learning Centers

Early Education Direct Instruction Programs

Direct Instruction is the key to the measureable and consistent success of our students. A research proven, evidence-based, rigorously structured curriculum, the efficacy of Direct Instruction's highly interactive and explicit methods have been verified by over 3,000 studies worldwide.

READING

100 Easy Lessons

Target Population: 4-6 year olds with no previous reading knowledge

100 Easy Lessons is a condensed, foundational program with simple and clear instructions to teach children the sound and name of each letter as well as many combination sounds. In 100 lessons (or about 30 instructional hours) the student will be at a solid second-grade reading level. The program is a sensible, easy-to-follow, and enjoyable way to help children gain the essential skills of reading.

Horizons: Learning To Read (Fast Track A-B)

Target Population:

- Students in 1st grade who have knowledge of letter sounds and letter names
- Students who have completed 1st grade and are not yet reading
- Students in 2nd grade who are poor decoders

Horizons is an innovative program that provides solid, systematic reading instruction, using proven Direct Instruction techniques. It is a developmental reading program for children who are entering first or second grade. It teaches decoding, basic comprehension and spelling skills, and is found on the Reading First approved curriculum list. *Horizons* lessons are briskly paced and built around systematic, explicit instruction in phonemic awareness and phonics. Students employ strategies of incrementally increasing difficulty and exit the program with a solid foundation in fluency, vocabulary, and comprehension skills. *Horizons* has the power to prevent reading problems and to accelerate the skills of students already showing average or above average performance. This Fast Track A-B version of the program collapses two years of instruction into one.

Horizons: Learning To Read (Fast Track C-D)

Target Population:

- Early elementary students who start reading instruction later
- Students whose first language is not English

Horizons Fast Track C-D provides the solid structure and challenging materials that develop a strong vocabulary, multiple decoding skills, and world knowledge that allow students to understand, interpret, and use new information. At the completion of *Horizons* C-D, students typically place into fifth-grade level material. *Horizons* C-D emphasizes reading to learn via high-interest stories and expository passages that incorporate study skills and critical thinking. It includes all the elements that make Direct Instruction programs so effective including explicit strategies, carefully sequenced instruction, frequent teacher feedback, high interaction between student and teacher and a consistent high student success rate.

Adapted from nifdi.org

READING COMPREHENSION AND CRITICAL THINKING SKILLS

Language for Learning

Target Population: - Grade Levels Pre-K – 2

- 5-7 year olds with below standard language knowledge
- Four- year old children in preschool programs
- Primary age children in bilingual/ESL/ELL programs
- Primary age children who are in Title 1 or Special Education programs

Language for Learning provides young learners with the knowledge and understanding of language they need to achieve proficiency and reading comprehension. This oral language program teaches children the words, concepts, and statements vital to both oral and written language. The research-proven content of *Language for Learning* is based on analyses of the words, concepts, and sentence structures that are used for teaching, as well as an analysis of the directions and content of textbooks and other instructional materials in grades K-2. Additional resources such as picture cards, skills folders, and support for ELL students extend the program's effectiveness to a wide range of young learners. Comprehensive tools for performance management, tracking, and assessment promote consistent achievement.. A Fast Cycle option allows advanced students to move through the program at an accelerated rate to match their capabilities.

Language for Thinking

Target Population: - Students Grade Levels 1 – 3 who need to build higher order thinking skills

Language for Thinking builds on the concepts, vocabulary, and statement patterns introduced in *Language for Learning*. This subsequent content, including making inferences, retelling accounts, and determining meanings of sentences, sets the stage for reading comprehension and the grammatical analysis of written language. It has a carefully organized sequence of exercises, including Classification, True/False, Analogies, and Absurdity; that emphasize reasoning and critical thinking. *Language for Thinking* also includes extensive vocabulary development including work with homonyms, synonyms, opposites, and definitions. Extensive practice with word usage including forming contractions and "untangling" sentences with double negatives is also covered. Sequencing and retelling exercises that challenge students to remember important detail and inference activities that require students to draw conclusions and explain their answers are high level critical thinking skills built into a primary framework. Placement Test and 15 Program Assessments ensure that children are working on concepts appropriate for their ability.

Language for Writing

Target Population: - Grade Levels 2-5 who are learning to express themselves through writing

- Students beginning to be independent writers
- Primary students who have completed all or most of *Language for Learning*
- Any older elementary students who need support in structure and mechanics

This program teaches writing, vocabulary, sentence, and organizational skills that underpin all good writing. Ongoing exercises support the development of specific writing skills by teaching how to write narratives, use specific words in context of writing and vocabulary, make precise comparisons, summarize and retell and proofread for punctuation, grammar, and usage. *Language for Writing* uses systematic practice, oral language components that help students become more adept at formulating and writing sentences. It also includes higher-level thinking first presented in *Language for Learning* and *Language for Thinking*. *Adapted from mheonline.com*