

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.

In this issue, we're diving into one of the most frequently asked questions from the field and exploring how to identify and foster student motivation.

These articles are designed to support your work, spark reflection, and provide actionable insights for your school, classroom or coaching practice.

And if you'll be attending the National Institute for Direct Instruction (NIFDI) Conference in Eugene, Oregon—be sure to

Question from the Field: *When Can I Start Teaching Reading and Writing?*

You're not alone in this query—this is one of the most common questions we hear from teachers! While *Direct Instruction Spoken English* focuses on building strong spoken English, we all share the same goal: students who can read, write, and succeed across all subjects.

Spoken language is the foundation. Without a strong grasp of English vocabulary and structure, reading and writing just don't stick. That's why DISE emphasizes fast, effective oral language instruction right from the start.

What does this look like?

We recommend scheduling at least 90 minutes of daily English language instruction. In some cases, this may require temporarily adjusting other parts of the day—but the payoff is huge.

The goal: by the end of the school year, students can confidently participate in regular content classes.

Once students complete Lesson 30 of DISE, they're ready to begin learning to read! Start with basic

stop by the EAP booth! We'd love to connect in person, share some fun swag, and talk more about how *Direct Instruction Spoken English* can strengthen spoken English instruction for multilingual learners.

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

Warmly,
Randi Saulter
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letter-sound relationships—short vowels, consonants, and common digraphs (like *th*, *sh*, *ch*). A 20-lesson Letter Sounds supplement is included with your DISE materials to make the transition smooth and successful.

Come Visit EAP at the NIFDI Conference!

Educational Achievement Publishing (EAP) is excited to be part of this year's [National Institute for Direct Instruction \(NIFDI\) Conference](#) in Eugene, Oregon! Stop by our booth to say hello, grab some fun swag, and learn more about our innovative resources.

We'll be showcasing DISE ([Direct Instruction Spoken English](#))—the powerful, research-based program designed to help Multilingual Learners (MLLs) build spoken English skills with confidence and clarity.

Whether you're already using DISE or just curious about effective tools for spoken English language development, we'd love to connect with you. See you in Eugene!

Two Keys to Unlocking Lasting Learner Motivation

At EAP, we know motivation plays a critical role in student success—but how often do we truly support it during our instruction?

Let's clarify something first: **motivation isn't directly observable**. You can't see it, but you can infer it from what students say and do. When a student hesitates to engage with a task, motivation may be the missing piece.

Here's a helpful framework:
Expectancy × Value = Motivation

- **Expectancy:** How confident is the student that they can succeed?
- **Value:** How much does the student care about the outcome?

If either factor in the equation is low—or worse, zero—motivation drops dramatically. But when both expectancy and value are high, students are fully motivated and ready to engage.

How Does DISE Help?

Luckily, the design of authentic Direct Instruction programs like DISE does much of

the heavy lifting for you:

- ✓ **Placement testing** ensures students begin at the right level
- ✓ **Skills are taught to mastery**, reducing confusion and frustration
- ✓ **Judicious review and practice** build fluency and long-term retention

This structure (and strong instruction!) allows students to make **rapid, consistent progress**, which builds their **expectancy for success**. As they begin to generalize skills and apply them in meaningful contexts, they start to see the **value** in what they're learning.

What Can Teachers Do?

While the program design supports motivation, **the instructor's role is key**.

Students benefit from:

- Regular, age-appropriate, and authentic praise
- Specific acknowledgment of individual and group progress
- Encouragement that connects effort to success
- Overt messaging about how far students have come and how the newly acquired skills can be used in more complex contexts

By reinforcing both the **expectancy** and **value** sides of the equation, you help students grow into confident, motivated learners.

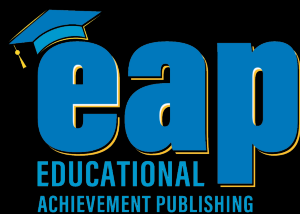
Takeaway:

As you observe your students, keep this simple equation in mind. If engagement is low, ask yourself:

- Do they believe they can succeed?
- Do they see value in what they're learning?

Then, let your DISE routines—and your thoughtful teaching—do the rest.

(Feather, N. T. (1982). Expectations and actions: Expectancy-value models in psychology. Hillsdale, NJ: Lawrence Erlbaum Associates.)



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