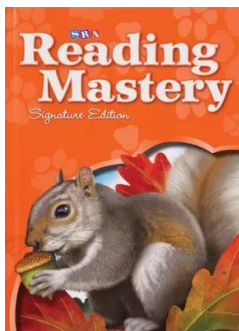

August 2026



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- Remote Corrective Reading 2027 Decoding B1 and B2 Training Available
- Brennan Chandler to Present Free Webinar: What Makes Spelling Instruction Effective?
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If you have questions or need additional information, you can reach us at 877.485.1973 or info@nifdi.org.



Register for Remote Reading Mastery Signature Grade 1 Reading Training-September 11

NIFDI is sponsoring a remote *Reading Mastery Signature Edition* Training on September 11 from 7:30am-2:30pm Pacific. Learn to effectively implement *Reading Mastery Signature Edition Grade 1 Reading*, which is the second level of the *Reading Mastery* series.

Participants in this highly focused training will learn, practice, and receive feedback on the critical technical delivery skills needed to support children as they learn and apply strategies for decoding difficult words, increase fluency in passage reading, and develop comprehension strategies. Participants will also learn how RMSE Grade 1 develops basic reasoning skills such as making inferences, drawing conclusions, and working independently.

Register Here

Remote Corrective Reading 2027 Decoding Levels B1 and B2 Available-October 9

Join us on October 9 for a remote training on the new *Corrective Reading 2027 Decoding Levels B1 and B2*. Here is a link to the [placement test](#).

Corrective Reading Decoding 2027 Levels B1 & B2
A Direct Instruction Remote Training

In this highly focused training, you will learn, practice, and receive feedback on the critical presentation skills needed to teach the programs.

Friday, October 9th
7:30am - 2:30pm PT




Students who place into *Decoding B1* or *B2* have inconsistent reading skills and often guess at words rather than apply decoding strategies that will lead to the accurate reading of words.

Corrective Reading

Decoding B1 refines word-attack skills by teaching sounds and sound combinations, introducing new vocabulary, and promoting word discrimination. There is a strong emphasis on fluency-building and comprehension with daily reading of decodable connected text.

Corrective Reading Decoding B2 continues the instructional sequence of Level B1 with student practice in word-attack and spelling, vocabulary development, and daily practice of decodable connected text. Practice for rate and accuracy, and charting of daily fluency progress are features that help students recognize their progress and increase their motivation.

[Register Here](#)

Brennan Chandler to Present Free Webinar: What Makes Spelling Instruction Effective?

This webinar will explore the key features of effective spelling instruction and draw on findings from a comprehensive meta-analysis of spelling interventions. Participants will see how these research-supported practices appear within structured programs such as *Spelling Mastery* and learn about the results of a recent study in which parents implemented the program with their children. The session will connect research with practice while highlighting practical lessons about explicit instruction, program implementation, and supporting spelling development across school and home settings

Dr. Brennan Chandler is an Assistant Professor of Dyslexia at Georgia State University and coordinator of the graduate dyslexia endorsement program. His research on spelling intervention and multisyllabic word reading has appeared in many peer-reviewed publications. He regularly partners with schools, districts,



SAVE THE DATE!

FREE upcoming webinar
with Dr. Brennan Chandler!

SEPTEMBER 24
@ 1:30 PM PT

What Makes Spelling Instruction Effective?
Lessons from Five Decades of Research and Real-World Implementation



and organizations to bring evidence-based reading and writing instruction into practice.

The webinar will allow for a short Q&A after the presentation.

Register Here

National Direct Instruction Conference Keynotes Available



Videos from the recent National Direct Instruction Conference and Institutes are now available for viewing. The first presentation, by Dr. Carl Hendrick, took place on July 21. Dr. Hendrick is an educational consultant, researcher, and author based at Academica University of Applied Sciences in Amsterdam. His presentation, *10 Rules for Designing Effective Learning that Work for Every Student*, explains the link between Direct Instruction design features and the Science of Learning. [Click here](#) to view the video.

On July 22, Ernesto Rodriguez, Founder/Director of Kindful Restorations in Riverside, California, presented *Direct Instruction: Not Only for Reading, But Also for Building a Better Life*. Ernesto describes his life journey after spending 8 years in solitary confinement to leading a non-profit organization working to help incarcerated individuals transition to life outside of prison. During his confinement, he corresponded with Doug Carnine, Direct Instruction program author and University of Oregon professor emeritus, and learned how to present Corrective Reading. He went on to help many inmates learn to read. His presentation highlights the critical need to ensure all students are given the benefit of an effective education. [Click here](#) to view his compelling keynote.



On July 24, NIFDI President Kurt Engelmann gave the conference closing remarks. His presentation is titled *The Bias in Favor of Experienced Learners*. Kurt describes the keynote as follows: *"In this keynote, I address an iniquitous and highly prevalent bias in education – the bias in favor of experienced learners. Out of all of the different biases that can be found in our schools and colleges of education, this bias is perhaps the most detrimental to novice learners, many of whom come from at-risk backgrounds. Instruction in so many schools is oriented to those who already have a head start and are at least partially familiar with the content of the lessons they encounter. This practice boosts the confidence and self-concept of these students while the confidence and self-concept of less-experienced learners suffer. Labels attached to novice students' aptitude, readiness, or other characteristics become self-fulfilling as novices do not receive instruction that matches their needs."* [Click here](#) to view this important presentation.

NIFDI Announces Transition in Outreach Leadership



After many years of dedicated service, Bryan Wickman will be transitioning from his role as Outreach Director. We are incredibly grateful for his years of commitment to NIFDI and the relationships he has built with schools, organizations, and partners around the world. We are also pleased that Bryan will continue working with NIFDI over the next year as an Outreach Consultant/Specialist.

As Bryan transitions out of the role, Alisa Kerr will step into the Outreach Director position. Alisa joined NIFDI seven years ago and has served in a variety of roles, including Implementation Manager, Trainer, and Partnership Liaison. Before joining NIFDI, Alisa spent eight years with IDEA Public Schools, where she taught more than 15 Direct Instruction programs, coached educators across more than 20 programs, and served as a Direct Instruction Coach and Assistant Principal of Instruction.

Alisa brings extensive experience in Direct Instruction implementation, training, and coaching, and we are excited for her to take on this new role! To learn more about Alisa and her background, visit her bio on the NIFDI [website](#).

Please join us in thanking Bryan (bwickman@nifdi.org) for his many years of service and welcoming Alisa (partnerships@nifdi.org) into her new role. We look forward to continuing to support our partners and expanding the reach and impact of Direct Instruction together!

The National Institute for Direct Instruction

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