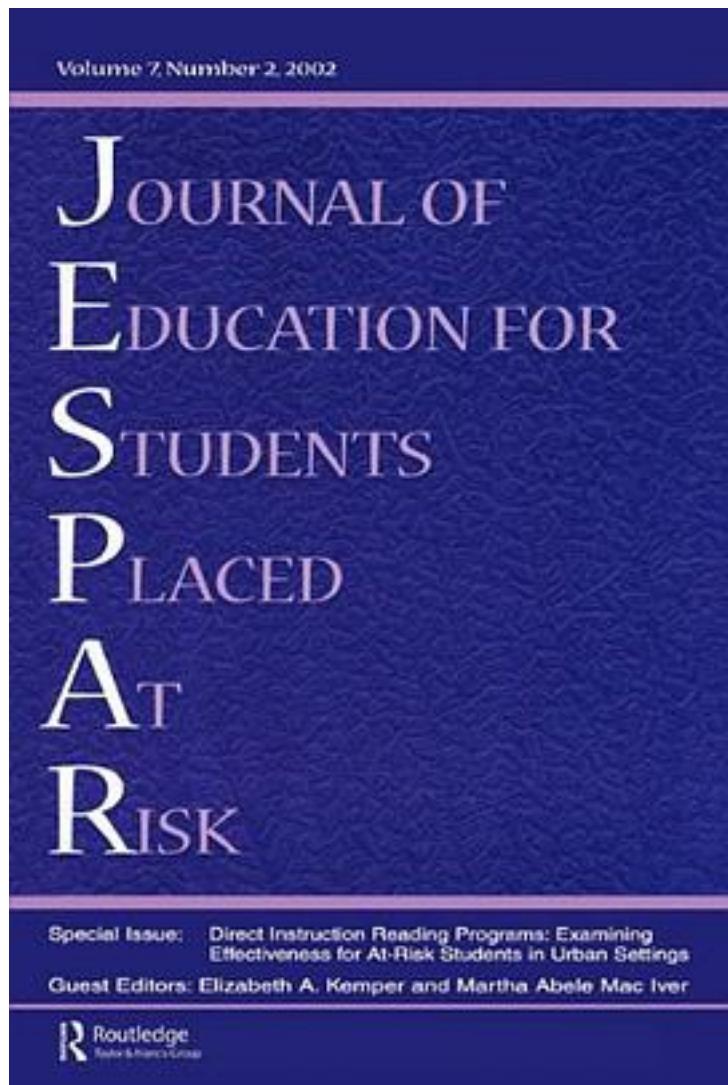


# Direction Instruction Reading Programs



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This special issue is devoted to recent studies of the Direct Instruction (DI) reading program and was inspired by several presentations at the Fort Worth Reading Symposium. This set of articles represent a significant contribution to the current national discussion about reading instruction and the utility of whole-school reform models in seeking to raise the achievement of students placed at risk of academic failure. With updates expected for at least a couple of these studies, the editors hope to begin a continuing dialogue among researchers regarding DI.

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