

## **“Effects of Curriculum Alignment Versus Direct Instruction on Urban Children”**

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**ABSTRACT** The city of Camden, New Jersey, received a Follow Through grant to implement the direct-instruction model in one of its elementary schools. The standardized achievement test scores of Grade 2 pupils who experienced the direct-instruction model were compared with the scores of pupils who experienced traditional basal programs. The traditional programs were aligned with the standardized Comprehensive Test of Basic Skills (CTBS) used by the district. An additional factor included in the evaluation was the effect of student mobility on achievement. The achievement of mobile students was compared with the achievement of stable students. Finally, stable students were given an additional standardized test, the Metropolitan Achievement Test (MAT), to assess the effects of the programs independent of the aligned curriculum. The results indicated that (a) the direct-instruction students did as well as the aligned students on the CTBS, (b) the achievement of stable students was generally higher than that of mobile students on the CTBS reading subtest, and (c) the direct-instruction students were superior in mathematics on the MAT subtest.

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