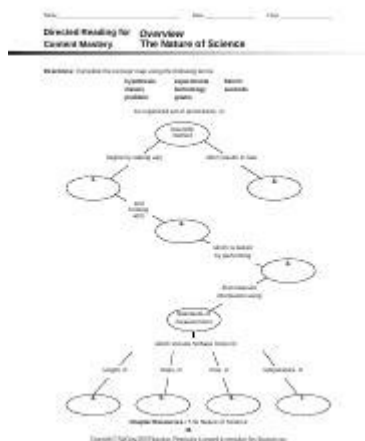


# Directed Reading For Content Mastery



## Directed Reading for Content Mastery: Unlock Your Writing Potential

Are you tired of churning out mediocre content? Do you dream of writing that captivates readers, ranks high on search engines, and truly resonates with your audience? The secret weapon you've been missing might be directed reading for content mastery. This isn't just about skimming articles; it's a strategic approach to consuming information that transforms you into a more effective and efficient content creator. This post will guide you through the process, offering actionable strategies to elevate your writing skills and achieve content mastery.

## Understanding the Power of Directed Reading

Directed reading isn't passive consumption; it's active engagement. It's about purposefully selecting and absorbing information relevant to your specific content goals. Instead of aimlessly browsing the internet, you'll focus on targeted resources that directly improve your writing. This approach allows for deeper understanding, enhanced creativity, and ultimately, superior content.

## Identifying Your Content Niche & Goals

Before you dive into reading, clarify your goals. What type of content are you creating? What are your target keywords? Understanding your niche allows you to focus your reading on relevant

materials. For example, if you're writing blog posts about sustainable living, your directed reading should include scientific articles, industry reports, and blogs focused on environmental issues.

## **Choosing the Right Resources: A Curated Approach**

Don't rely on just one source. Diversify your reading materials to get a well-rounded perspective. Consider the following:

Authoritative Websites & Blogs: Look for established sites with a strong reputation in your niche.  
Industry Reports & Research Papers: These offer in-depth insights and data to support your claims.  
Books & Ebooks: For comprehensive understanding of a specific topic.  
Competitor Analysis: Examine successful content from your competitors to learn what works.  
Case Studies & Examples: See how others have tackled similar topics.

## **Active Reading Techniques for Maximum Retention**

Passive reading leads to forgetfulness. To truly master content, employ active reading techniques:

Note-Taking: Jot down key points, insightful quotes, and statistics.  
Summarizing: Condense the main ideas of each article or chapter into your own words.  
Outlining: Create an outline of the main points to organize information effectively.  
Mind Mapping: Visually connect ideas and concepts to improve comprehension.  
Reflection: Take time to reflect on what you've learned and how it can be applied to your writing.

## **From Research to Refined Content: Weaving Knowledge into Your Writing**

Once you've accumulated knowledge through directed reading, it's time to translate it into compelling content.

## **Synthesizing Information: Avoiding Plagiarism**

Don't just copy and paste. Synthesize the information you've gathered. This means combining different sources, rephrasing ideas in your own words, and creating a unique perspective. Always cite your sources properly to avoid plagiarism.

# Structuring Your Content for SEO Success

Effective content requires structure. Use headings (H2, H3, H4 tags) to break down your content into logical sections. This improves readability and helps search engines understand the topic of your article. Optimize your content for relevant keywords throughout the text naturally.

## Enhancing Your Writing Style: Clarity, Conciseness, and Engagement

Directed reading exposes you to various writing styles. Analyze what resonates with you and incorporate elements into your own style. Focus on clarity, conciseness, and engaging language.

## Conclusion

Directed reading for content mastery is a transformative process. By actively engaging with relevant resources, you'll not only improve your writing skills but also elevate the quality and impact of your content. This systematic approach allows you to develop a deeper understanding of your niche, enabling you to create content that is informative, engaging, and optimized for search engines. Embrace the power of directed reading and unlock your full potential as a content creator.

## FAQs

Q1: How much time should I dedicate to directed reading?

A1: The amount of time varies depending on the complexity of the topic and your project's scope. However, consistent, focused reading is more effective than sporadic, lengthy sessions. Aim for regular, shorter periods of focused reading.

Q2: What if I can't find enough relevant resources?

A2: If you're struggling to find relevant resources, broaden your search terms or explore related topics. You can also leverage advanced search operators on Google or utilize academic databases.

Q3: How can I avoid information overload?

A3: Prioritize your reading list. Focus on the most relevant and authoritative sources first. Take

breaks and avoid trying to consume too much information at once.

Q4: Is directed reading suitable for all types of content?

A4: Yes, the principles of directed reading can be applied to any type of content creation, from blog posts and articles to website copy and marketing materials.

Q5: How do I know if my directed reading is effective?

A5: You'll notice improvements in the quality and depth of your content. You'll find it easier to express complex ideas clearly, support your claims with evidence, and create engaging pieces that resonate with your target audience.

**directed reading for content mastery: Content Area Reading** Anthony V. Manzo, Ula Casale Manzo, 1990 A content reading methods text that takes a quick start, heuristic approach to imparting the skills future teachers need to improve their pupils' reading ability in essential content areas. Coverage of current theories and practices in comprehension, assessment and heuristics is organized around pre-reading, guided silent reading, and post-reading.

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**directed reading for content mastery:** Glencoe Science McGraw-Hill Staff, 2001-06

**directed reading for content mastery: ESL (ELL) Literacy Instruction** Lee Gunderson, Reginald Arthur D'Silva, Dennis Murphy Odo, 2019-06-25 Now in its fourth edition, ESL (ELL) Literacy Instruction combines a comprehensive scope with practical, research-based tools and applications for reading instruction. Designed for use by pre-service and in-service teachers, this guidebook provides the context and expertise to plan and implement reading programs that match the needs and abilities of students at all ages and levels of proficiency. The book explains different models of literacy instruction from systematic phonics to whole language instruction, discusses controversies in the field, and includes specific teaching methods within each model. The fourth edition highlights recent developments in education policy, new models of instruction, and devotes greater attention to issues surrounding assessment. An expanded companion website integrates with the text to offer additional tools and examples, and readers are encouraged to develop their own teaching strategies within their own instructional models. Providing a thorough overview of the history and major issues of ESL (ELL) literacy instruction, this book will be of great interest to pre-service and in-service teachers at all levels, from kindergarten to adult learners.

**directed reading for content mastery:** *Student Edition* Glencoe, 2001-05

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**directed reading for content mastery: Glencoe Science: Human body systems** , 2002

**directed reading for content mastery:** *Astronomy* Alton Biggs, 2002

**directed reading for content mastery: Differentiated Instructional Strategies for Reading in the Content Areas** Carolyn Chapman, Rita King, 2009-07-01 Filled with activities, ideas, and methods for integrating reading instruction, Chapman and King's text provides content classrooms with necessary materials for differentiating reading instruction to meet individual student needs. —Anita Price Davis, Professor Emerita of Education Converse College Offers best practices for before, during, and after reading to improve comprehension; great ideas for assessing vocabulary knowledge and teaching vocabulary; and excellent activities to help with interventions for RTI. —Coleen Martin, Fifth-Grade Teacher Wilder Waite Grade School, Peoria, IL Increase understanding of content by strengthening every learner's reading skills! Completely revised and reorganized, this second edition of the best-selling guide by Carolyn Chapman and Rita S. King

offers creative, substantive methods for increasing students' content learning by helping them become better readers. Featuring new strategies, current research, expanded coverage of key topics, plus new material on planning, and information about English language learners, this updated edition shows how to use differentiated instruction, multiple intelligences, scaffolding, constructivism, and cooperative learning methods to support reading comprehension. With ideas for all subject areas, including in math, science, social studies, and other subject areas, the book helps teachers: Create the right environment for motivating readers Assess readers effectively Incorporate guided reading, shared reading, a four-block model, language experience, and read-alouds Teach vocabulary using methods such as visuals, context clues, and miscue analysis Improve comprehension before, during, and after reading Brimming with samples, suggestions, and lists that facilitate quick implementation in the classroom, this second edition of *Differentiated Instructional Strategies for Reading in the Content Areas* helps ensure that all students can experience improved learning and achievement!

**directed reading for content mastery:** *New Horizons in English* Lars Mellgren, 1980

**directed reading for content mastery:** *Instructional Design for LIS Professionals* Melissa A. Wong, 2019-05-03 A concise, practical guide to effectively teaching current and future librarians in graduate programs, professional settings, and beyond. Many librarians are thrust into positions where they are asked to teach colleagues. Others choose to share their knowledge and experience by preparing the next generation of librarians in graduate programs. However, few such librarians have received any formal education in instructional design. In this book, Melissa A. Wong, an expert instructional designer, helps information professionals to prepare for their roles as teachers of current and future librarians. Covering topics that range from syllabus construction to evaluation and student feedback, the book offers practical guidance on how to communicate with and support learners and how to come up with assignments and grade them, along with advice on accessibility issues and working with technologies such as LMS, OER, videos, and PowerPoint. It demonstrates how to adapt principles of effective teaching to settings including workshops, professional development courses, conference presentations, and staff training. It also discusses professional challenges such as managing workload and shows how to adapt formal coursework to informal teaching situations. Librarians who wish to learn new methods or improve on their teaching and course design skills should read this book.

**directed reading for content mastery:** *You Can't Make Me!* Sylvia Rockwell, 2006-09-22

How do you handle defiant, disruptive students? A teacher's most challenging problem is the student who is frequently defiant and disruptive. These students create problems for themselves and for the classroom as a whole. In this teacher-friendly guide, Sylvia Rockwell uses her considerable experience to show you how to select and implement the most effective behavioral interventions to address the needs of these problem students while maintaining a cooperative classroom environment. This book integrates compelling, real-life teaching anecdotes with descriptions of research-based strategies to help students learn appropriate behavior, both those with emotional/behavior disorders (EBD) or other disabilities as well as those with other behavioral difficulties. Special and general education teachers as well as administrators at the elementary level will find this book a vivid, powerful tool to help intervene effectively when behavior problems occur. Educators will find discussions on how to: Identify typical and atypical development Understand group development, including stages, roles, and strategies Manage class-wide behavior, addressing conditions, consequences, and curriculum Understand the behavior-achievement connection, with specifics on unit and lesson planning Manage aggression and conflict Develop resilience in students, teachers, and parents This valuable resource also provides classroom-ready materials and other reproducibles, including a unique parent supplement to help parents understand your classroom strategies, work on behavior problems at home, and communicate effectively with school personnel.

**directed reading for content mastery:** *Student Edition* McGraw-Hill/Glencoe, 2001-06

**directed reading for content mastery:** *Literacy and Learning in the Content Areas*

Sharon Kane, 2017-07-05 The 3rd Edition of *Literacy & Learning in the Content Areas* helps readers

build the knowledge, motivation, tools, and confidence they need as they integrate literacy into their middle and high school content area classrooms. Its unique approach to teaching content area literacy actively engages preservice and practicing teachers in reading and writing and the very activities that they will use to teach literacy to their own students in middle and high school classrooms. Rather than passively learning about strategies for incorporating content area literacy activities, readers get hands-on experience in such techniques as mapping/webbing, anticipation guides, booktalks, class websites, and journal writing and reflection. Readers also learn how to integrate children's and young adult literature, primary sources, biographies, essays, poetry, and online content, communities, and websites into their classrooms. Each chapter offers concrete teaching examples and practical suggestions to help make literacy relevant to students' content area learning. Author Sharon Kane demonstrates how relevant reading, writing, speaking, listening, and visual learning activities can improve learning in content area subjects and at the same time help readers meet national content knowledge standards and benchmarks.

**directed reading for content mastery:** Reading Diagnosis and Direct Instruction William H. Rupley, Timothy R. Blair, 1983

**directed reading for content mastery:** How to Make a Terrarium Jeff Barger, 2019-02-01 Can a garden be inside? Learn how to build your own tiny garden in a glass container. This Makerspace title supports NGSS From Molecules to Organisms.

**directed reading for content mastery:** **Glencoe Science: Animal diversity** McGraw-Hill Staff, 2001-06

**directed reading for content mastery:** Glencoe Science: Motion, Forces, and Energy, Student Edition McGraw Hill, 2001-06-07

**directed reading for content mastery:** **Modifying the Four-Blocks® for Upper Grades, Grades 4 - 8** Sigmon, 2008-08-27 Help students in grades 4 and up become better readers and writers using multilevel instruction with Modifying the Four Blocks(R) for Upper Grades. This 240-page book includes instructions for modifying strategies to meet the needs of older students and age-appropriate activities for each of the four blocks! It also features tips for scheduling, model lessons, and reproducibles to make implementation easier. The book supports the Four-Blocks(R) Literacy Model.

**directed reading for content mastery:** **Resources in Education**, 2001

**directed reading for content mastery:** **Inspiring Active Learning** Merrill Harmin, Melanie Toth, 2006-07-15 How can we structure class time efficiently? How can we explain and lecture effectively? How can we help students master content? How can we make learning more real and lasting? In this revised and greatly expanded 2nd edition of Inspiring Active Learning, educators Merrill Harmin and Melanie Toth provide answers to our fundamental teaching questions and show us how to transform our classrooms into communities of active, responsible learners. The authors present an array of research-based, teacher-tested strategies for managing our everyday responsibilities--from beginning a class to grading homework, from instructing large groups to promoting diligent seatwork, from motivating slackers to handling disrupters. These strategies focus on mutual respect, not bossiness; collaboration, not isolation; commitment to learning, not fear of failure; and the dignity of all, not praise or rewards for a few. Regardless of our level of experience or the grade or subject we teach, the active-learning approach helps us \* Perform routine teaching tasks more easily. \* Discover a higher level of teaching success and personal satisfaction. \* Establish a class climate of full participation and cooperation. \* Prepare engaging lessons that keep students productively involved. \* Encourage students to work energetically, willingly, and intelligently each day. \* Inspire all students, even the most challenging, to strive for excellence. With its detailed classroom examples and more than 250 practical strategies, Inspiring Active Learning is a comprehensive reference for solving almost any teaching problem. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

**directed reading for content mastery:** *Readings for Reflective Teaching* Andrew Pollard, 2002-01-01 This unique book provides the reader with a mini-library of over one hundred readings

containing: --both classic and contemporary readings--international contributors--material drawn from books and journalsAn essential reference resource in its own right, Readings for Reflective Teaching also contains numerous cross-references to Andrew Pollards Reflective Teaching.

**directed reading for content mastery: Content Area Literacy** Robin Eanes, 1997 This text focuses on methods for helping teachers develop their students literacy skills to enhance learning of content subject matter across all disciplines. It pulls together some of the most current and popular strategies and techniques in content area literacy. These strategies and techniques have been carefully selected for their ease of application and adaptation by classroom teachers in any classroom at any level.

**directed reading for content mastery: Becoming Biliterate** Bertha Perez, 2003-10-03 This book describes the development process and dynamics of change in the course of implementing a two-way bilingual immersion education program in two school communities. The focus is on the language and literacy learning of elementary-school students and on how it is influenced by parents, teachers, and policymakers. Pérez provides rich, highly detailed descriptions, both quantitative and qualitative, of the change process at the two schools involved, including student language and achievement data for five years of program implementation that were used to test the basic two-way bilingual theory, the specific school interventions, and the particular classroom instructional practices. The contribution of *Becoming Biliterate: A Study of Two-Way Bilingual Immersion Education* is to provide a comprehensive description of contextual and instructional factors that might help or hinder the attainment of successful literacy and student outcomes in both languages. The study has broad theoretical, policy, and practical instructional relevance for the many other U.S. school districts with large student populations of non-native speakers of English. This volume is highly relevant for researchers, teacher educators, and graduate students in bilingual and ESL education, language policy, linguistics, and language education, and as a text for master's- and doctoral-level classes in these areas.

**directed reading for content mastery: Bridging the Literacy Achievement Gap, Grades 4-12** Dorothy S. Strickland, Donna E. Alvermann, 2004-05-26 This book addresses critical issues related to pre-adolescent and adolescent literacy learners with a focus on closing the achievement gap. Despite efforts by educators and policymakers during the past several decades, certain groups of students--primarily African American students, English language learners, and students from low-income homes--continue to underperform on commonly used measures of academic achievement. Too often, teachers and administrators lack both proper preparation and good ideas to confront these issues.

**directed reading for content mastery: A Teacher's Guide to Successful Classroom Management and Differentiated Instruction** Billie F. Birnie, 2014-06-20 A Teacher's Guide to Successful Classroom Management and Differentiated Instruction is a practical, straightforward conversation with teachers about two key aspects of their work. The first section shows teachers how to create the learning environment they want, leading them step by step through the process that establishes a productive, trusting relationship between teacher and students. The second section describes differentiated instruction: what it is and how to do it, where it fits into the teaching cycle and how it yields maximum gains for every student. Illustrating concepts with examples from both elementary and secondary classrooms, the guide also offers strategies, checklists, and activities to help teachers improve their practice.

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**directed reading for content mastery: *Glencoe Science: Life Science, Critical Thinking/Problem Solving*** McGraw-Hill Staff, 2001-09

**directed reading for content mastery: *Interactions of Life*** ,

**directed reading for content mastery: *Who's Doing the Work?*** Jan Burkins, Kim Yaris, 2023-10-10 Best-selling authors Dr. Jan Burkins and Kim Yaris rethink traditional teaching practices *Who's Doing the Work: How to Say Less So Readers Can Do More*. They review some common instructional mainstays such as read-aloud, guided reading, shared reading, and independent

reading and provide small, yet powerful, adjustments to help hold students accountable for their learning. Next generation reading instruction is much more responsive to student needs and aims to remove some of the scaffolding that can hinder reader development. Instead of relying on teacher prompts, *Who's Doing the Work* asks teachers to have students take ownership of their reading by managing their challenges independently and working through any plateaus they encounter. Whether you are an elementary teacher, literacy coach, reading specialist, or parent, *Who's Doing the Work* provides numerous examples on how to readjust the reading process and teach students to gain proficiency and joy in their work.

**directed reading for content mastery: Direct Instruction: A practitioner's handbook** Kurt Engelmann, 2024-04-05 Direct Instruction (DI) is a powerful instructional approach designed to ensure that students master critical skills and content required for more advanced learning. Although DI has existed since the late 1960s, there are many common misconceptions about the approach, its potential to enhance student learning and the way its proper implementation facilitates students' academic success. This book provides a systematic explanation of the Direct Instruction methodology and DI program design as it outlines a roadmap for teachers and school leaders on how to implement DI successfully. Divided into three main sections, the first section describes DI as a coherent and complete teaching-and-learning system that contrasts DI with lower case di or explicit instruction, which focuses on effective instructional delivery techniques. The second section provides a step-by-step guide to implementing DI. The third section is devoted to cautions about implementing DI. This section reinforces the notion that the physical possession of the DI curricula does not by itself lead to student success. Those who adopt DI need to ensure that it is implemented with fidelity for the benefit of their students who are reliant on them to provide them with the means to achieve their academic potential so they may lead healthy, productive lives.

**directed reading for content mastery: Thinking Strategies for Student Achievement** Denise D. Nessel, Joyce M. Graham, 2006-08-10 This resource provides a repertoire of high-effect comprehension strategies. It is important for classroom teachers and school leaders to be able to justify why they are using specific strategies and what the benefits are of a specific strategy. Nessel and Graham provide this justification. -W. Dorsey Hammond, Professor of Education Salisbury University Use these strategies to develop your students' thinking skills and increase their learning in all subject areas. How can teachers improve students' higher level and creative thinking? The revised edition of this handbook provides strategies and sample lesson plans to help students learn to think more effectively and to raise their achievement levels. Drawing upon past and recent research, the authors discuss the importance of actively engaging all students-including those with a history of low achievement-in higher levels of thinking. Thirty specific strategies, including K-W-L, Read and Think Math, and Reciprocal Teaching, can be readily integrated into daily lesson plans. This step-by-step guide shows teachers how to: Help students develop, refine, and extend their thinking capacities Challenge students to creatively approach complex and unfamiliar material Encourage students to bring their own perspective to class assignments Provide students at all learning levels with appropriate support With its user-friendly, practical approach, this important resource should be in the hands of every educator!

**directed reading for content mastery: Hard-to-Teach Science Concepts** Susan Koba, Carol T. Mitchell, 2011 Authors Susan Koba and Carol Mitchell introduce teachers of grades 3- 5 to their conceptual framework for successful instruction of hard-to-teach science concepts. Their methodology comprises four steps: (1) engage students about their preconceptions and address their thinking; (2) target lessons to be learned; (3) determine appropriate strategies; and (4) use Standards-based teaching that builds on student understandings. The authors not only explain how to use their framework but also provide a variety of tools and examples of its application on four hard-to-teach foundational concepts: the flow of energy and matter in ecosystems, force and motion, matter and its transformation, and Earth's shape. Both preservice and inservice elementary school teachers will find this approach appealing, and the authors' engaging writing style and user-friendly tables help educators adapt the method with ease.



**directed reading for content mastery:** Learning to Achieve , 2009

**directed reading for content mastery:** *Physical Science* , 2002

**directed reading for content mastery: Reading More, Reading Better** Elfrieda H. Hiebert, 2009-05-05 Teaching students specific literacy skills is important--but equally critical, and often overlooked, is giving them the time and opportunity to read actual texts. Bringing together leading scholars, this book focuses on how teachers can improve both the quality and quantity of reading experiences in K-12 classrooms. Essential topics include factors that make reading tasks more or less productive for different types of learners, ways to balance independent reading with whole-class and small-group instruction, how to choose appropriate texts, and the connections between reading engagement and proficiency. The relevant research literature is reviewed, and exemplary practices and programs are described.

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**directed reading for content mastery: Earth Science** Ralph M. Feather, 2001-09

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