

SRA Corrective Reading

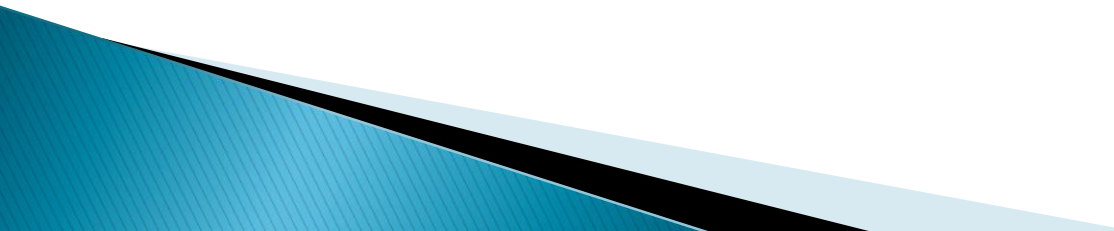
Overview

- ▶ 4 levels
- ▶ Placement tests
- ▶ Decoding
- ▶ Comprehension

Decoding Strand

Level A Word–Attack Basics

► Teaches:

1. Basic reading skills
 2. Phonemic awareness
 3. Sound–symbol identification
 4. Sounding out regular and irregular words
 5. Word reading
 6. Sentence and story reading
 7. Rate–building
 8. Workbook applications
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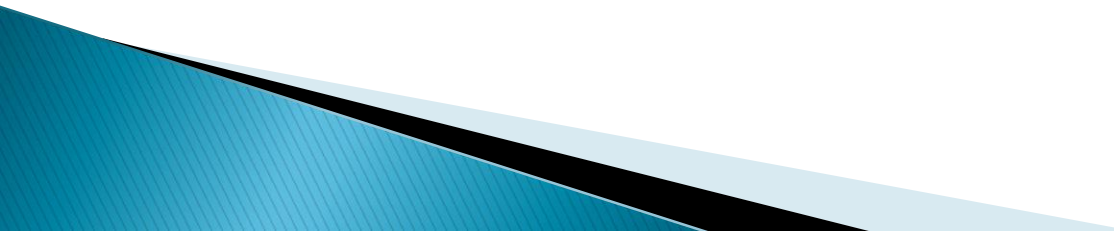
Level A Word-Attack Basics

► Outcomes:

1. 60 wpm
2. 98% accuracy
3. Reading at about 2.0 grade level

Level B Decoding Strategies

► Teaches:

1. Pronunciation
 2. Sounds of letters & letter combinations
 3. Word endings
 4. Word reading
 5. Critical word discriminations
 6. Understanding literal & inferential comprehension questions
 7. Rate building
 8. Workbook applications
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Level B Decoding Strategies

► Outcomes:

► B1:

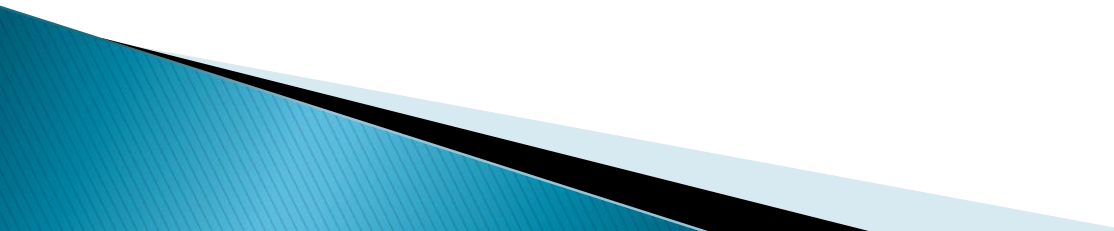
1. 90 wpm
2. 98% accuracy
3. Reading at about 3.0 grade level

► B2:

1. 130 wpm
 2. 98% accuracy
 3. Reading at about 4.0 grade level
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Level C Skill Applications

► Teaches:

1. Letter combinations
 2. Affixes
 3. Vocabulary development
 4. Accurate reading of story & informational passages
 5. Understanding literal & inferential comprehension questions
 6. Rate building
 7. Workbook applications
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Level C Skill Applications

► Outcomes:

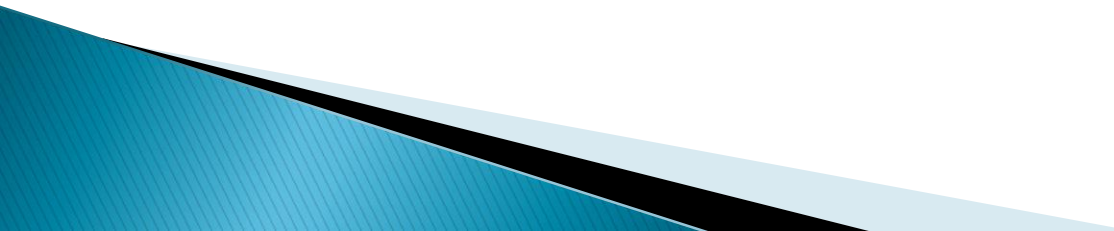
1. Over 150 wpm
2. Reading at about 6.0–7.0 grade level

Comprehension Strand

Level A Thinking Basics

► Comprehension A– 65 lessons

► Teaches:

1. Oral language skills
 2. Deductions, inductions
 3. Analogies, references
 4. Vocabulary building
 5. Statement repetition
 6. Common information
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Level A Thinking Basics

Outcomes:

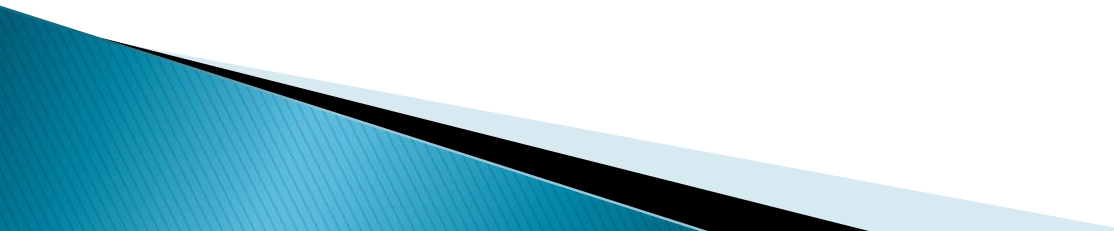
The ability to apply higher-order thinking skills and use word definitions.

Level B Comprehension Skills

- ▶ **Comprehension B1 – 60 lessons**

- ▶ **Comprehension B2– 65 lessons**

- ▶ **Teaches:**

1. Literal & inferential skills
 2. Reading for information
 3. Writing skills
 4. Following sequenced instructions
 5. Analyzing contradictions
 6. Common information
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Level B Comprehension Skills

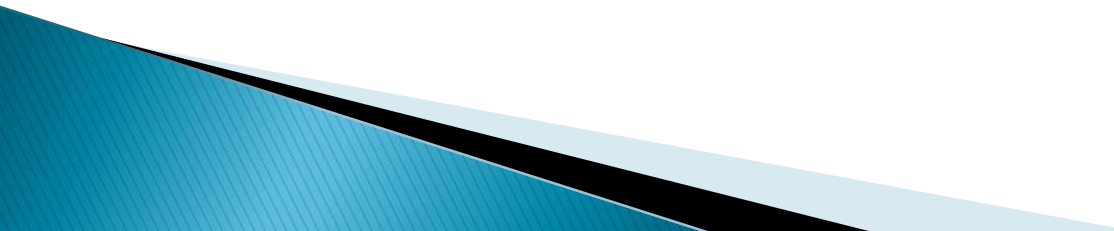
► Outcomes:

1. The ability to apply a variety of comprehension skills in all school subjects;
2. The ability to read information & learn new facts & vocabulary.

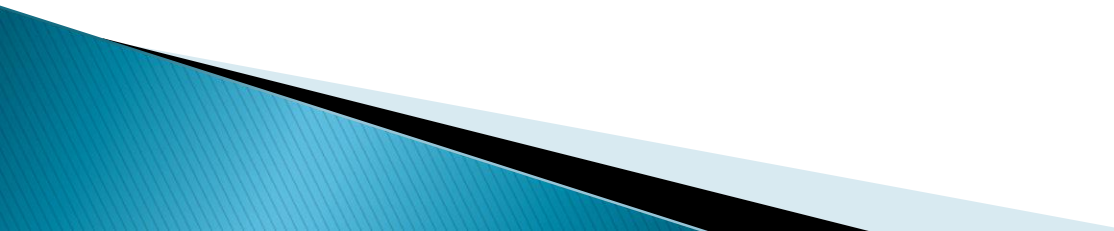
Level C Concept Applications

▶ Comprehension C– 140 lessons

▶ Teaches:

1. Critical thinking skills in analyzing arguments
 2. Organizing & using information
 3. Using sources of information
 4. Communicating information
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Level C Concept Applications

- ▶ **Outcomes:**
 - ▶ Students have the ability to apply analytical skills to real-life situations & answer literal & inferential questions based on passages read.
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Who Needs Corrective Reading?

▶ Decoding A

▶ Decoding B1

▶ Decoding B2

▶ Decoding C

Who Needs Corrective Reading?

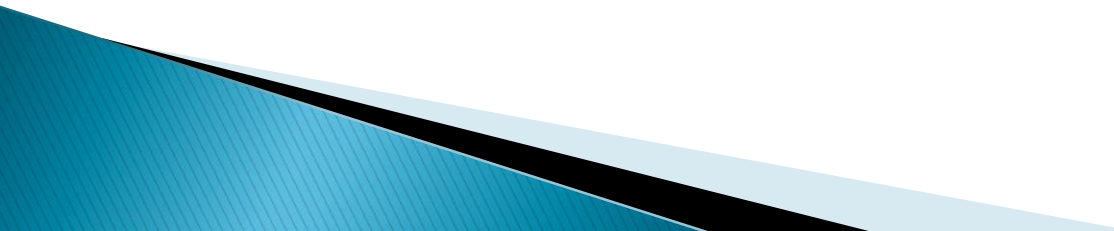
▶ Comprehension A

▶ Comprehension B2

▶ Comprehension B1

▶ Comprehension C

Features of the Series

1. Differentiated instruction
 2. Core program
 3. Direct instruction
 4. Taught skills required
 5. Cumulative
 6. Difficulty increases
 7. Daily lessons
 8. Student performance data
 9. Mastery tests
 10. Management system
 11. Scripted program
 12. Placement test
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Materials

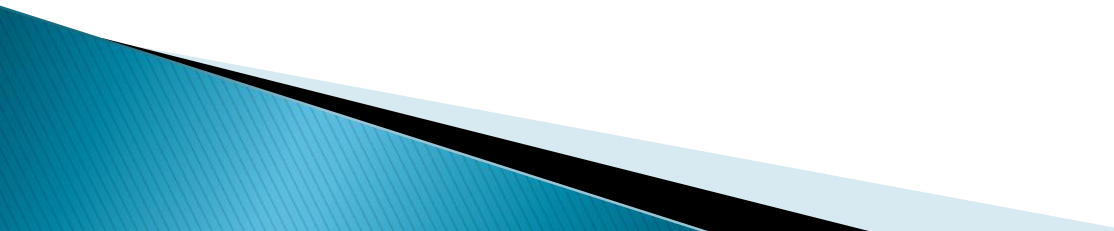
Decoding 2008	Teacher's Guide	Teacher Presentation Book	Consumable Workbook	Non-consumable Student Book
Decoding A	1	2	1	
Decoding B1	1	1	1	1
Decoding B2	1	1	1	1
Decoding C	1	2	1	1

Materials

Comprehension 2008	Teacher's Guide	Teacher Presentation Book	Consumable Workbook	Nonconsumable Student Book
Comprehension A	1	2	1	
Comprehension B1	1	1	1	
Comprehension B2	1	1	1	
Comprehension C	1	2	1	1

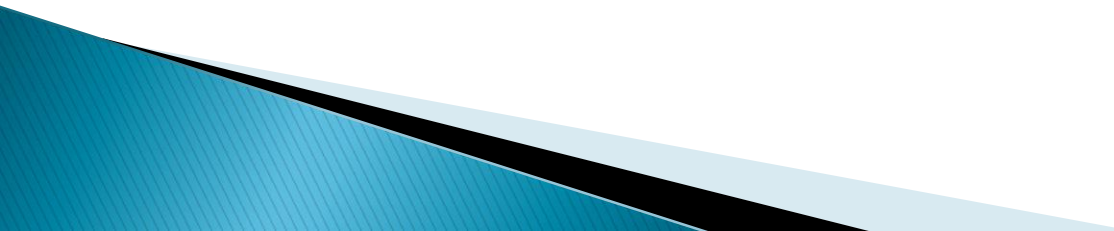
Decoding A – Word–Attack Basics

► What is Taught

1. Identifying sounds of letters
 2. Sounding out words presented orally & saying them fast
 3. Sounding out & identifying written words spelled regularly
 4. Decoding irregularly spelled words
 5. Reading words ‘the fast way’
 6. Reading sentences
 7. Reading short selections
 8. Spelling
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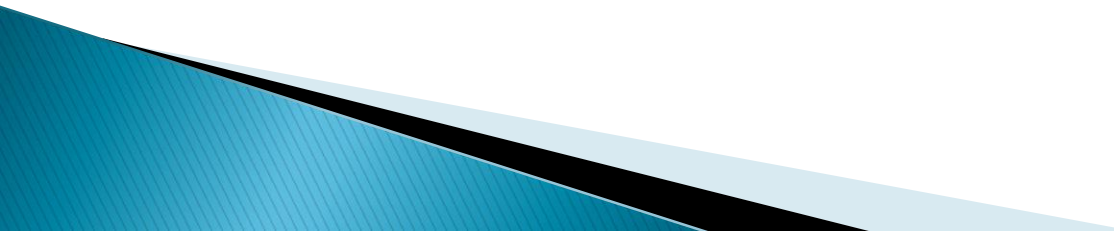
Decoding A – Word–Attack Basics

► Outcome Behavior

1. Read sentences composed of regularly spelled words
 2. Read short selections at rate of 60 wpm
 3. Read common irregular words
 4. Read words begin with difficult letter combinations (st,bl,sl,fl,pl,sw,cl,tr,dr)
 5. Read words end with difficult letter combinations (nt,nd,st,ts,mp,ps,cks,ls,ms,th,er,ing,ers,y)
 6. Pronounce commonly confused word parts (k,e,s)
 7. Spell simple words
 8. Independently perform various simple activities
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Decoding B1 – Decoding Strategies

► What is Taught

1. Word-Attack Skills– 10 min.
 2. Group Reading– 15–20 min.
 3. Individual Reading Checkouts– 10 min.
 4. Workbook Exercises– 10 min.
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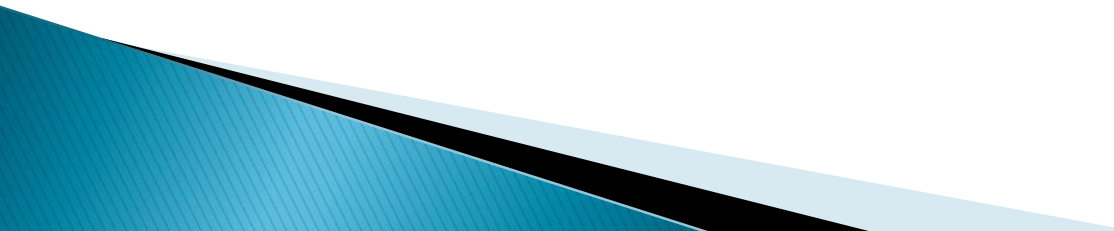
Decoding B1 – Decoding Strategies

► Word-Attack Skills Taught:

1. Pronouncing words with consonant blends (slam, cast, flip), orally constructing words with endings (adding **ed**)
2. Identifying long and short sounds of vowels
3. Identifying sounds of consonants
4. Identifying sounds of letter combinations (**th, ee, sh, or, ol, ch, wh, ing, er, oo, ea, oa, ai, ou, ar, oul, ir, igh, al**)
5. Reading lists of regularly & irregularly spelled words
6. Reading words containing difficult consonant blends (**drop, splash, slip**)
7. Reading words with endings (**dropping, rested**)
8. Reading silent-E words (**save, times, hoped**)
9. Reading compound words (**herself, anybody**)
10. Practicing pattern drills

Decoding B2– Decoding Strategies

► What is Taught

1. Word–Attack Skills– 10 min.
 2. Group Reading– 15–20 min.
 3. Individual Reading Checkouts– 10 min.
 4. Workbook Exercises– 10 min.
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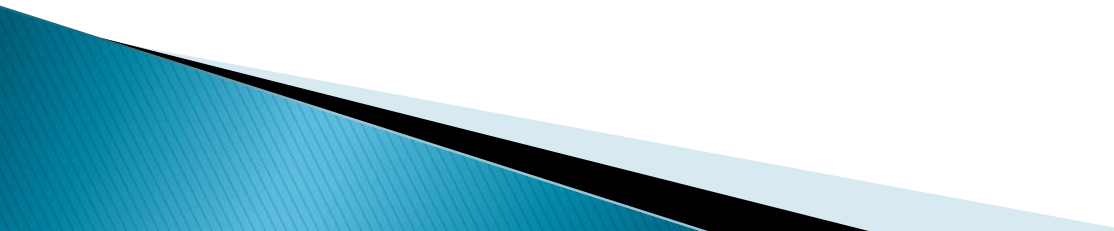
Decoding B2– Decoding Strategies

► **Word–Attack Skills Taught:**

1. Identifying sounds of letter combinations (tch,ir,ur,er,wa,oi,ce,ci,tion,ea,ge,gi,kn)
2. Reading lists of regularly & irregularly spelled words
3. Reading words containing difficult consonant words (**flip, drop, splash**)
4. Reading words with endings (**dropping, rested**)
5. Reading silent E words (**fine,taped**)
6. Reading compound words
7. Practicing pattern drills (**sigh,sight,night,fight,flight**)

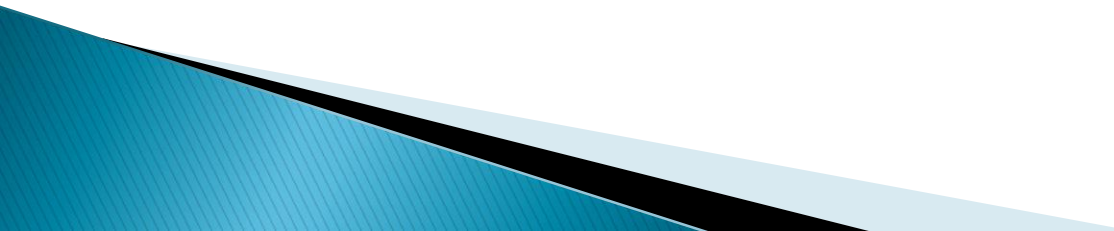
Decoding C– Skill Applications

► What is Taught:

1. Word analysis skills (letter combinations, affixes, parts of multisyllabic words)
 2. Vocabulary development
 3. Accurate reading of selections
 4. Understanding literal & inferential questions
 5. Rate building
 6. Workbook applications
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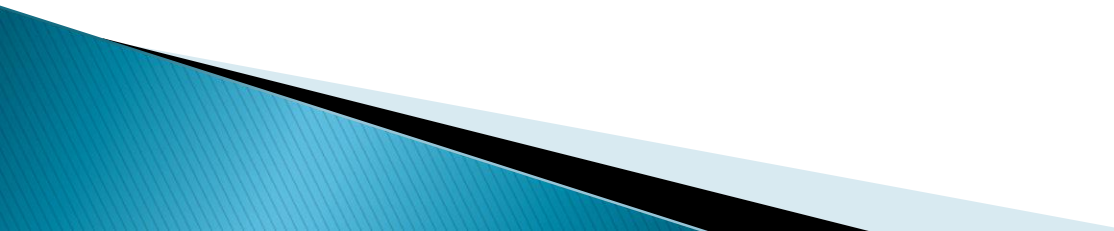
Decoding C– Skill Applications

▶ **Word–Attack Skills**

- ▶ Review of letter combinations such as **th, oa, ea, ai, ou, ar, ir, er, ur, igh, oi, tion, ce, ci, ge, gi**
 - ▶ Introduction of letter combinations **ure, aw, au, tial, cial**
 - ▶ Introduction of meaning of about 600 vocab words
 - ▶ Introduction of affixes **ex, ly, un, re, dis, pre, tri, sub, less, ness, able**
 - ▶ Practice reading words
 - ▶ Practice identifying parts of multipart words (**re/spond/ed, ex/clama/tion, en/large/ment**) & reading them in sentences
 - ▶ Practice writing complex words as root words plus affixes
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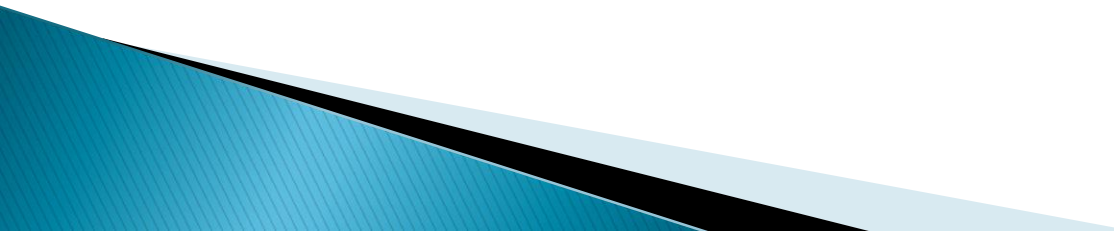
Comprehension A-Thinking Basics

▶ What is Taught:

- ▶ 1. Thinking Operations (Analogies, And/Or, Basic Evidence, Classification, Deductions, Definitions, Descriptions, Inductions, opposites, Same, Some, All, None, Statement Inference, True-False)
 - ▶ 2. Workbook Exercises (Analogies, Classifications, Deductions, Description, Inductions, Same, Some, All, None; True-False)
 - ▶ 3. Information Exercises (Calendar, Poems, Animals)
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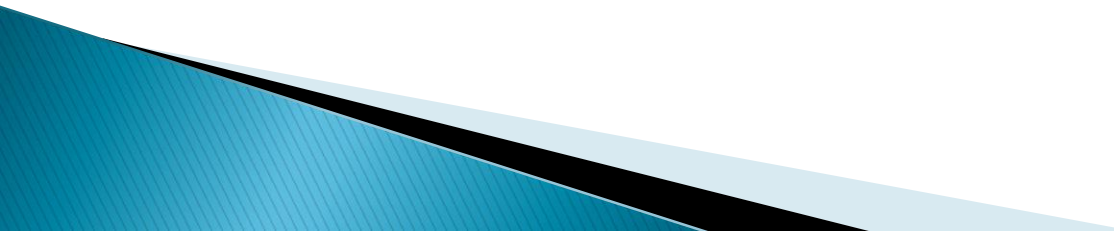
Comprehension B1, B2– Comprehension Skills

▶ What is Taught:

- ▶ Reasoning Skills (Deductions, Basic Evidence, Analogies, Contradictions, Similes)
 - ▶ Information Skills (classification, Body Systems, Body Rules, Economics Rules)
 - ▶ Vocabulary Skills
 - ▶ Sentence Skills (Parts of speech, Subject/Predicate, Sentence Combinations, Sentence Analysis)
 - ▶ Basic Comprehension Skills (Inference, Following Directions)
 - ▶ Writing Skills (Writing Directions, Writing Paragraphs, Editing, Writing Stories)
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Comprehension C– Concept Applications

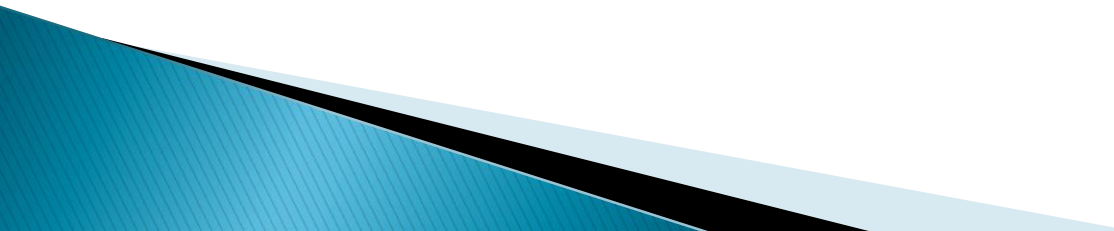
▶ What is Taught:

- ▶ Organizing Information
 - ▶ Operating on Information
 - ▶ Using Sources of Information
 - ▶ Using Information for Directives
 - ▶ Communicating Information
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Placement Testing

- ▶ Decoding Placement
 - ▶ Comprehension Placement
 - ▶ Mastery Tests
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Teaching Techniques

- ▶ Setup
 - ▶ Introducing program
 - ▶ Scripted Presentation
 - ▶ Formats
 - ▶ Corrections
 - ▶ Pacing
 - ▶ Signals
 - ▶ Positive Reinforcement
 - ▶ Use of Points
 - ▶ Adjusting Teaching
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Practicing

► Signal Practice

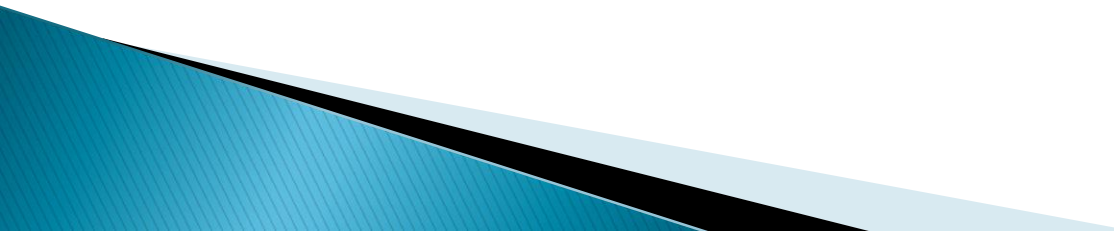
1. Hand-Drop
2. Audible
3. Point-Touch
4. Sound-Out
5. Sequential Response

Practicing

► Correction Procedure

1. Say the answer
2. Repeat task
3. Back up & present steps in order
4. Finish remaining steps in exercise
5. Repeat entire exercise if students make more than one or two mistakes

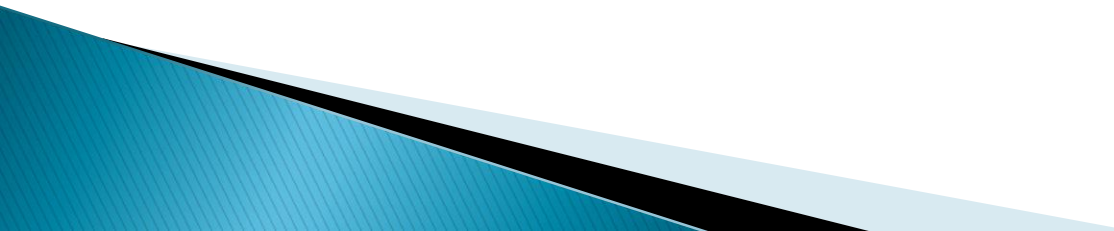
Firm-Up Procedures

- ▶ If:
 - ▶ Students continue to have trouble on particular skill that's been taught.....
 - ▶ Students consistently miss items in workbook.....
 - ▶ Student in group is responsible for errors.....
 - ▶ Mistakes seem be result of carelessness.....
 - ▶ Group consistently fails to meet point criteria.....
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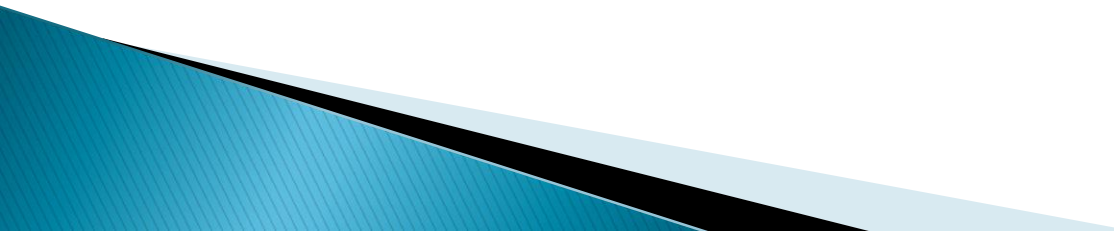
Pronunciation Guide

- ▶ Practice

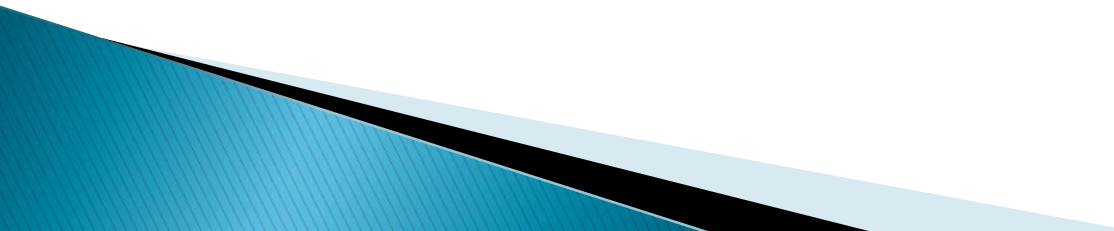
Reading Mastery

- ▶ All students can learn if we teach carefully.
 - ▶ Teacher does what is required of program to ensure mastery of skill.
 - ▶ Simple tasks
 - ▶ Practice is controlled and realistic
 - ▶ Skills sequenced for mastery
 - ▶ Teacher behavior
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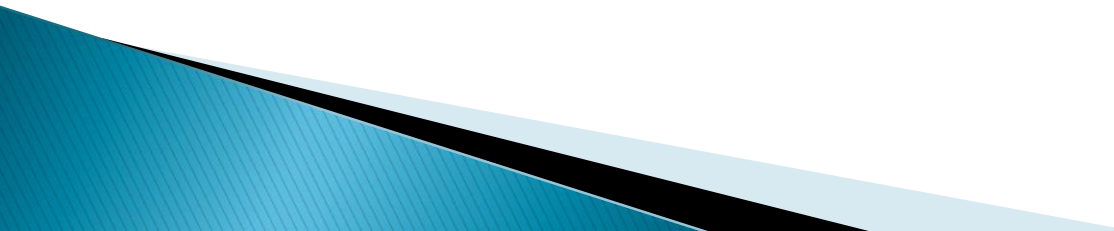
Reading Mastery

- ▶ Materials:
 - ▶ Presentation books (3)
 - ▶ Teacher's Guide
 - ▶ Spelling book
 - ▶ Student storybooks (3)
 - ▶ Teacher's edition of storybooks
 - ▶ Behavior Objectives booklet
 - ▶ Skills Profile Folder
 - ▶ Cassette of sounds and how to present tasks
 - ▶ Page protector
 - ▶ Group progress indicators
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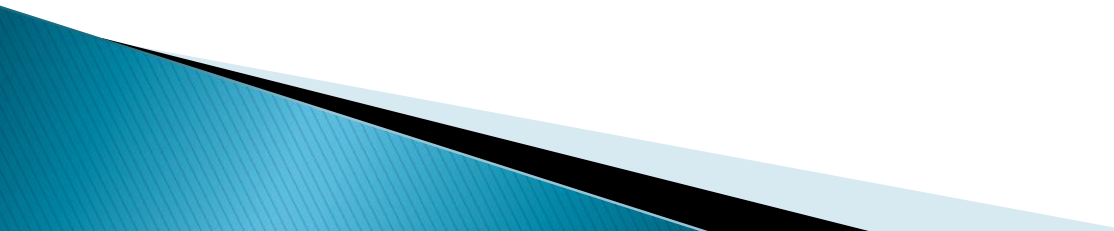
Reading Mastery

- ▶ Time Requirements
 - ▶ 1.Group: teacher time 25–30 min., student time 25–30 min.
 - ▶ 2.Indep. Work: 15–20 min.
 - ▶ 3.Work check: 5 min. @ group
 - ▶ 4. Spelling (Lessons 50–160): 10 min. @ group
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Reading Mastery

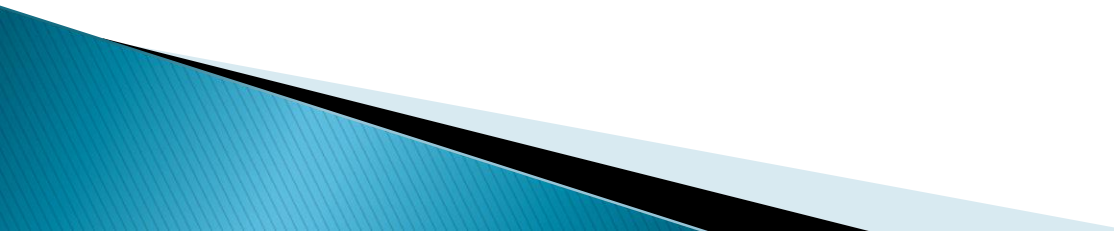
- ▶ Overview of skills:
 1. Decoding
 2. Comprehension
 3. Written work
 4. Spelling
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Reading Mastery

- ▶ Organization of program: tracks, formats, tasks
 - ▶ How to use presentation book
 - ▶ Implementing program
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Reading Mastery

▶ Teaching Strategies:

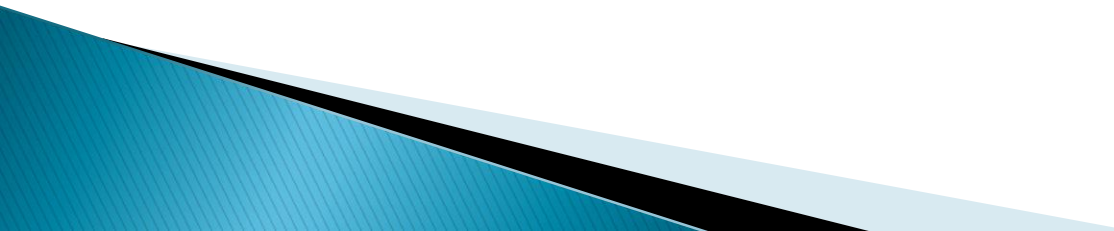
1. Set up group
 2. Get into lesson
 3. Present tasks until firm
 4. Use clear signals
 5. Pace of tasks
 6. Reinforce good behavior
 7. Individual turns
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Reading Mastery

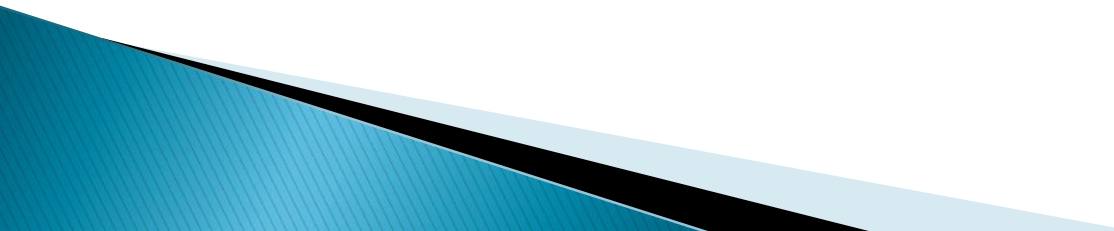
- ▶ Corrections:

1. Nonattending
2. Nonresponding
3. Signal violations
4. Response errors

Reading Mastery

- ▶ Prereading Tracks
 - ▶ Pronunciation
 - ▶ Say the Sounds
 - ▶ Rhyming– Say It Fast, Rhyming
 - ▶ Sound Out
- 

Reading Mastery– Teaching Strategies

- ▶ Practice skills you will use
 - ▶ Master signals
 - ▶ Know sounds
 - ▶ Continuous Sound Signal
 - ▶ Stop–Sound Signal
 - ▶ Sounds Firm–Up Technique
 - ▶ Pronunciation Technique
 - ▶ Blending
 - ▶ Say It Fast Signal
 - ▶ Say the Sounds Signal
 - ▶ Say It Fast–Rhyming Signal
- 

Reading Mastery

▶ Regular Words

1. Diacritical marks
2. Small letters

Irregular Words

1. Sound out word
2. Sound out word

Reading Mastery II

- ▶ Placement
 - ▶ Placement test– errors
 - ▶ Program Blocks:
 1. Firming
 2. Vowel Mechanics
 3. Textbook Preparation
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