"Fluency develops as a result of many opportunities to practice reading with a high degree of success. Therefore, your students should practice orally rereading text that is reasonably easy for them" (Armbruster et al., 2003, p. 27). Students can encounter three types of text (Katz, Polko, & Gurvitz, 2005; Osborn, Lehr, & Hiebert, 2003):

- Independent level text (relatively easy for the reader, with no more than approximately 1 in 20 words difficult for the reader; 95% success or higher; with 90% comprehension).

- Instructional level text (challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader; 90% to 94% success; with 75% comprehension).

- Frustrational level text (problematic text for the reader, with more than 1 in 10 words difficult for the reader; less than 90% success; with 50% comprehension).

7 Compare the student's calculated percentage correct to the comprehension levels (i.e., 90% = independent; 75% = instructional; 50% = frustrational); in the above example, the student would be at an instructional level (83% is above 75% and less than 90%).

Corrective Reading Decoding

The **Corrective Reading Decoding** program is designed with student success in mind.

- Only a small amount of new learning (10%–15% of the total lesson) occurs in each lesson.

- New concepts and skills are presented in two or three consecutive lessons to provide students with enough exposure to new material to use it in other applications.

- The majority of each lesson firms and reviews material and skills presented earlier in the program.

The small-step design of the program promises successful learning for students who are placed appropriately. Four criteria help you determine if students are working at the appropriate instructional level during lessons (Engelmann,1999).

1 Each time a task presented, the group either responds correctly (all students respond correctly and in unison) or incorrectly (some students give the wrong response, no response, or do not respond in unison). Students should be at least 70% correct on information that is being introduced for the first time. If students are much below 70%, they will find it difficult to learn the skills being presented. If they are only at 50%, they are at chance levels and are probably guessing.

2 Students should be at least 90% correct on parts of the lesson that deal with skills and information taught earlier in the program (assuming previous skill mastery). For example, when students read a passage, they should read at least 90% of the words correctly on the first reading because virtually all of the words should be familiar. If students are consistently below the 90% correct level, the amount of new learning is too great.