

SRA's **Corrective Reading** programs are divided into two strands: Decoding and Comprehension. Students can complete the programs in either a double-strand or a single-strand sequence.

In the double-strand sequence, students receive **two** full periods of instruction per day—one period in a Decoding program and one period in a Comprehension program.

In the single-strand sequence, students study just one program (Comprehension, for example) and receive **one** full period of instruction per day.

Each **Comprehension** level is independent of the others. Students may be placed at the beginning of one level and complete all the lessons in that level in either a single-strand or double-strand sequence.

The development of skills in the Comprehension programs progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are tightly controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.

The **Corrective Reading** series includes six Comprehension programs:

- Comprehension A (65 lessons)
- Comprehension A Fast Cycle (30 lessons)
- Comprehension B1 (60 lessons)
- Comprehension B1 Fast Cycle (35 lessons)
- Comprehension B2 (65 lessons)
- Comprehension C (140 lessons)

## **Comprehension A**

Students who place in **Comprehension A** do not understand the concepts underlying much of the material being taught in classrooms. They do not have well-developed recitation skills. They cannot repeat sentences they hear, so they have trouble retaining and answering questions about information that is presented. These students are often unable to comprehend

### ***Comprehension B1 Fast Cycle***

Students who need some of the information and reviews presented in Comprehension B1 but are close to placing in Comprehension C do well in **Comprehension B1 Fast Cycle**. This program presents the same sequence of skills as Comprehension B1, but at an accelerated pace (35 lessons, compared to 60).

### ***Comprehension B2***

Students can only enter

All words, skills, and strategies are taught

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statement “Some of the people who live in America are illiterate,” students may say, “Some people who live in America are ill,” or some other inaccurate attempt. The lack of statement-repetition skills places these students at a great disadvantage when they try to read and retain information, even if they decode it correctly.

Often, poor comprehenders will vacillate from being guarded in believing what others tell them, to being gullible, because they lack the analytical skills required to process arguments. They may have strong feelings and prejudices, but they are unable to articulate the evidence that supports their beliefs or the conclusions that derive from the evidence. They are not practiced with flaws in arguments that present false analogies, improper deductions, or appeals that are inappropriate (such as arguing about a whole group from information about an individual).

Poor comprehenders also have a deficiency in vocabulary and common information. This deficit preempts them from constructing the appropriate schemata when reading about situations that assume basic information or vocabulary. They may understand the meaning of the word *colonial*, for instance, but not know the relationship of that word to *colony*.

Finally, poor comprehenders are not highly motivated students. For them, reading has been punishing. They often profess indifference: “I don’t care if I learn that or not.” But their actual behavior suggests that they care a great deal. When they learn to use new words such as *regulate* and *participate*, they feel proud.

Poor comprehenders’ ineffective reading strategies and negative attitudes about reading become more ingrained as the students get older. Overcoming these obstacles requires a careful program, one that systematically replaces failed strategies with new ones and that provides lots and lots of practice.

In summary, the knowledge and skills of poor comprehenders are spotty. While poor comprehenders may exhibit intelligent behaviors when dealing with their peers, they are remarkably naive in dealing with academic content because they don’t know what to attend to, what the content means, how to organize the content, how to relate it to other known facts and remember it, how to apply it to unique

required early in the program), but repetition also helps reinforce the general strategy that students must be precise when dealing with statements they read or hear.

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