## Corrective Reading Series

SRA's *Corrective Reading* programs are divided into two strands: Decoding and Comprehension.

A single-strand sequence places students in one strand (**Decoding**, for example), and the students move through the strand from the point of initial placement (**Decoding A, B1, B2,** or **C**) to the end of the strand (**Decoding C).** 

e **double-strand sequence** requires that students receive two full periods of instruction each day—one period in a Decoding program and one period in a Comprehension program.

Each Decoding program is designed to be used independently. Students may be placed at the beginning of one program and complete all lessons in that program in either a single-strand or double-strand sequence.

## Decoding Strand: A, B1, B2, C

Here is a diagram of the four decoding programs in SRA's *Corrective Reading* series.

Decoding A	Decoding B1	Decoding B2	ng B2 Decoding C	
65 lessons	65 lessons 65 lessons		125 lessons	

**Decoding A** is appropriate for students in grades 3 through high school who are extremely deficient in decoding skills. ese students may recognize some words but do not have adequate strategies for accurate decoding of words like **frost** and **track.** 

**Decoding B1** is appropriate for most problem readers in grades 3 through 12. ey guess at words. ey have trouble reading words such as **what**, **that**, **a**, and **the** when the words appear in a sentence context. ey often read synonyms or printed words and are generally inconsistent in their reading behavior (reading a word correctly one time and missing it the next time).

**Decoding B2** is appropriate for students in grades 4 through 12 who have some decoding problems, who do not read at an adequate rate, who still tend to confuse words with similar spellings, and who tend to make wordguessing mistakes.

**Decoding C** is appropriate for students who have mastered many basic reading skills but who have trouble with multisyllabic words and typical textbook material.

e student reads word lists with information about how to pronounce various letter combinations, such as **th** and **or.** e student also reads sentences and passages composed of words that have been taught. e sentences and passages are designed so that they are relatively easy if the student approaches words as entities that are to be analyzed according to the arrangement of letters, but dicult if the student guesses on the basis of the context or syntax of the sentence. (e sentences are designed so that guesses often lead to an incorrect identification of the word.)

Together, the Mastery Tests and checkouts in the series assure that the student observes progress in reading rate and reading accuracy. Students become increasingly motivated by their progress in timed reading, as their records show improvement in reading rate and accuracy.

Stories and story-comprehension activities assure that students attend to the content of what they read. Initially in the Decoding series, the comprehension activities are deliberately separated from the decoding activities so that the student's misconceptions about reading are not exaggerated. e comprehension activities,

th