Alignment of Corrective Reading Decoding Program
with Components of Research-Based Dyslexia Intervention
(Texas Requirements)

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The Texas Education Agency (2024) states that in order for a program to qualify as a Texas "researched-based dyslexia intervention program" the program itself must include instruction in the following critical, evidenced-based components: phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, reading fluency, and other areas of language processing skills, such as written expression.

The *Corrective Reading Program* (McGraw-Hill) meets and exceeds these requirements.

What is *Corrective Reading*:

Corrective Reading is a comprehensive reading intervention program. It offers three distinct elements to ensure student success:

1. Thoroughly developed and tested program design structured so students learn how to learn as they master increasingly complex skills and strategies
2. Scripted presentation approach that uses a brisk pace, carefully chosen exercises and examples, and other special presentation techniques to engage even reluctant learners
3. Complete learning materials, including student books, workbooks, teacher presentation books and guides, and supplemental materials that provide everything from placement tests to a management system that reinforces hard work, helping to *change student attitudes about reading*

There are two strands of ***Corrective Reading***: *Decoding* and *Comprehension*. Each includes four levels: *A, B1, B2,* and *C*. The program can be taught in a single-strand (*Decoding* or *Comprehension*) or double-strand sequence, depending on the needs of the students. The objectives of the *Level A* programs, which deal with very basic skills, are relatively modest in number, while the objectives of the *Level C* programs are manifold. Each program is based on cumulative skill development; thus, the difficulty of the material increases gradually but steadily, always building on student success. The document focuses on the Corrective Reading Decoding program.

Description of Document

Table 1. Outlines the nine evidence-based components of dyslexia instruction and their appropriate definitions from the Texas Dyslexia Handbook (2024) as they pertain to students with dyslexia. In addition to the definitions, the table also lists how the *Corrective Reading Program* (McGraw-Hill) aligns with these components by listing specific skills that address the related descriptors in the program and providing examples from different levels of the program.

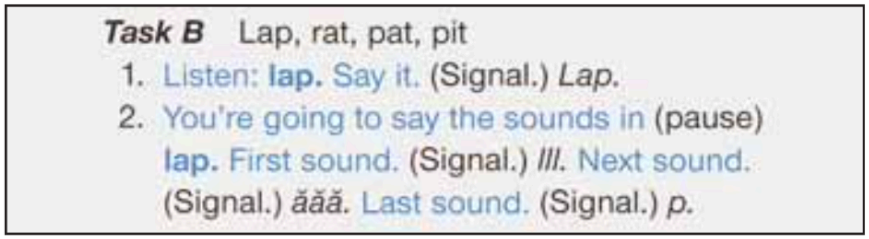
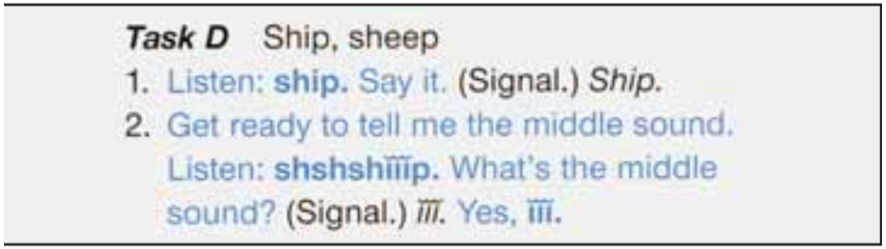
Table 2. Outlines the descriptors for an effective reading program according to the specifications in the National Reading Panel (NICHD, 2000). Alongside these descriptors are specific details outlining how the *Corrective Reading Program* (McGraw-Hill) aligns with these descriptors.

Table 3. Outlines the six key components listed in the Texas Dyslexia Handbook (2024) as necessary for the effective delivery of dyslexia instruction and how the *Corrective Reading Program* addresses these delivery skills with descriptions and examples from different programs.

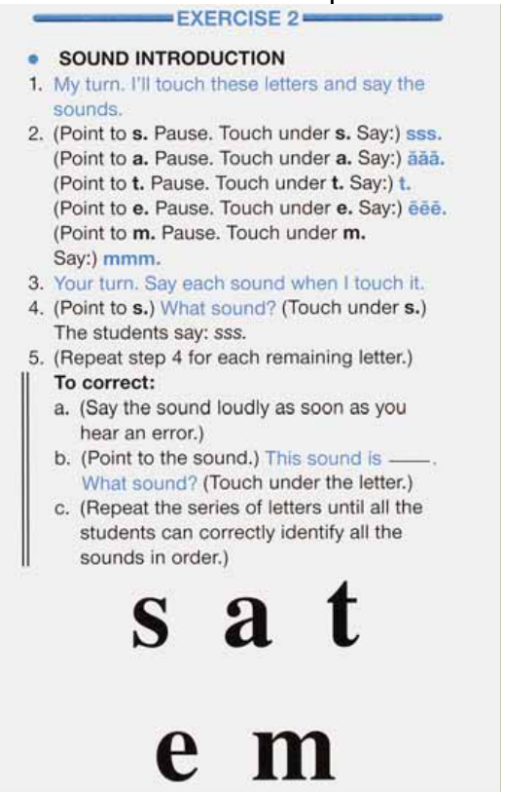
At the end of this document are two research sections.
Section 1 provides summaries of two reports that synthesize over 40 research studies that support the effectiveness of *Corrective Reading* for students with dyslexia and reading disabilities.
Section 2 provides a list of over 80 research studies validating the effects of the *Corrective Reading Program*.

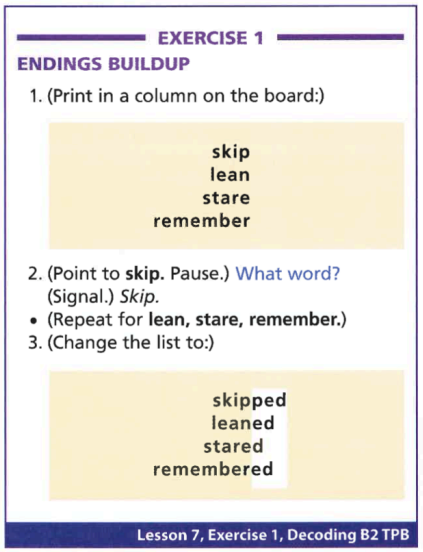
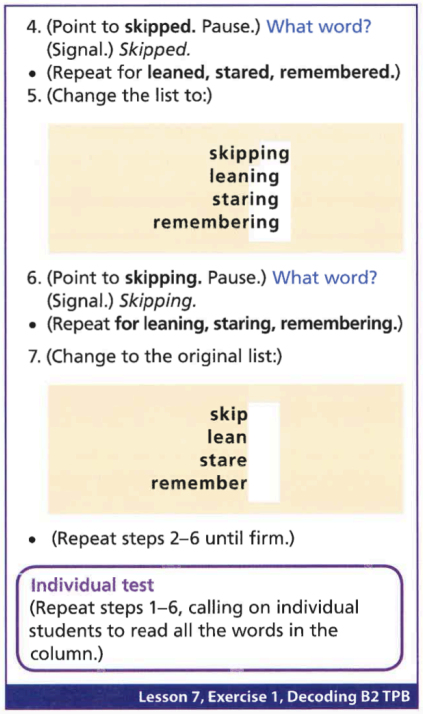
Table 1: Evidence-Based Components of Dyslexia Instruction

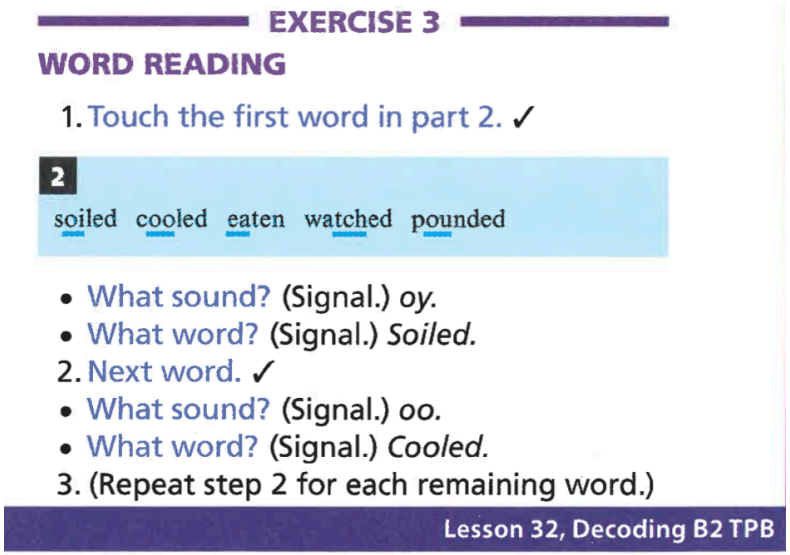
TEA Dyslexia Instruction Components (From Texas Dyslexia Handbook, 2024)	**Definition (From Texas Dyslexia Handbook, 2024)**	**Alignment of Corrective Reading Program Activities and Skills**
Phonological awareness	"Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes" (Birsh, 2011, p. 19).	**Decoding A, B1, and B2** Sound Pronunciation and Oral blending Phoneme Stretching Rhyming Segmentation Saying sounds in words Blending sounds into words Examples: Phonemic blending has students listen to a sequence of phonemes and then combine the phonemes to form a word. Figure 1 illustrates an example of phonemic blending in Lesson 1 of *Decoding A*.  ***Task F*** If 1. Listen: iiifff. (Hold up a finger for each sound.) 2. Everybody, say that with me. Get ready. (Hold up a finger for each sound. Say *iiifff* with the students.) 3. All by yourselves. Get ready. (Hold up a finger for each sound.) *iiifff.* 4. Say it fast. (Signal.) *If.* 5. What word? (Signal.) *If.* Yes, **if.**

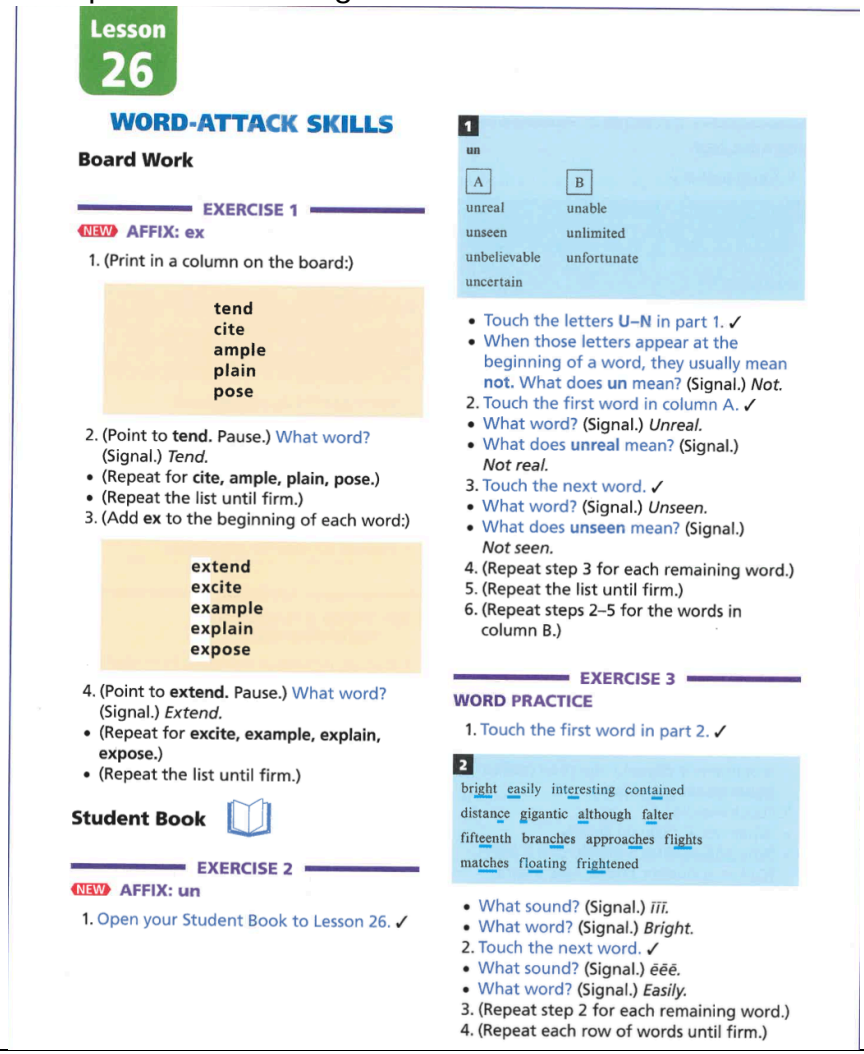
		Figure 2. Phonemic segmentation involves having students break a word into its separate sounds. Figure 2 illustrates an example of phonemic segmentation in Lesson 1 of *Decoding B1*.  ***Task B*** Lap, rat, pat, pit 1. Listen: **lap.** Say it. (Signal.) *Lap.* 2. You're going to say the sounds in (pause) **lap.** First sound. (Signal.) *lll.* Next sound. (Signal.) *ăăă.* Last sound. (Signal.) *p.* Figure 3. ***Corrective Reading*** also includes phoneme isolation activities. Phonemic isolation involves having students recognize individual sounds in words. Figure 3 shows an example of how phonemic isolation is used in Lesson 15 of *Decoding A*.  ***Task D*** Ship, sheep 1. Listen: **ship.** Say it. (Signal.) *Ship.* 2. Get ready to tell me the middle sound. Listen: **shshshiiip.** What's the middle sound? (Signal.) *iii.* Yes, *iii.*

Sound-symbol association	Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode). “Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).	**Decoding A, B1, B2, and C** Letter sound correspondence Follow Left to right Letter/Sound Writing Sound Identification Blending sounds into words Sounding out Copying text Phonograms Reading words Blending letter combinations (e.g., oa, ea, ing, sh) into words Onset Rhyme Spell by letter name/spell by letter sound Example: *Explicit phonics instruction* means “the programs provide teachers with precise directions for the teaching of these [letter/sound] relationships” (Armbruster et al., 2003, pg. 19). *Corrective Reading* includes a carefully developed and scripted presentation that engages even the most reluctant learners.

		Figure 4 provides an example of how explicit instruction is used in teaching letter-sound relationships in Lesson 1 of *Decoding A*.  EXERCISE 2 • **SOUND INTRODUCTION** 1. My turn. I'll touch these letters and say the sounds. 2. (Point to **s.** Pause. Touch under **s.** Say:) sss. (Point to **a.** Pause. Touch under **a.** Say:) ăăă. (Point to **t.** Pause. Touch under **t.** Say:) t. (Point to **e.** Pause. Touch under **e.** Say:) ĕĕĕ. (Point to **m.** Pause. Touch under **m.** Say:) mmm. 3. Your turn. Say each sound when I touch it. 4. (Point to **s.**) What sound? (Touch under **s.**) The students say: *sss.* 5. (Repeat step 4 for each remaining letter.) **To correct:** a. (Say the sound loudly as soon as you hear an error.) b. (Point to the sound.) This sound is ——. What sound? (Touch under the letter.) c. (Repeat the series of letters until all the students can correctly identify all the sounds in order.) s a t e m

Syllabication	A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowel consonant-e, r-controlled, vowel pair (or vowel team), and consonant-le (or final stable syllable).	**Decoding A, B1, B2, and C** Syllabication: Closed and open, Vowel consonant-e, r-controlled, Vowel pair (or vowel team), and consonant-le (or final stable syllable). Additional focus on endings (e.g., ed, ing, es, er, ion) Example: Decoding B2 Lesson 7 Exercise 1 uses a transformation pattern asking students to respond when words change due to different endings. Note that the teacher changes the words in front of the students so the students see the transformation.  EXERCISE 1 ENDINGS BUILDUP 1. (Print in a column on the board:) skip lean stare remember 2. (Point to **skip.** Pause.) What word? (Signal.) *Skip.* • (Repeat for **lean, stare, remember.**) 3. (Change the list to:) skipped leaned stared remembered Lesson 7, Exercise 1, Decoding B2 TPB  4. (Point to **skipped.** Pause.) What word? (Signal.) *Skipped.* • (Repeat for **leaned, stared, remembered.**) 5. (Change the list to:) skipping leaning staring remembering 6. (Point to **skipping.** Pause.) What word? (Signal.) *Skipping.* • (Repeat **for leaning, staring, remembering.**) 7. (Change to the original list:) skip lean stare remember • (Repeat steps 2–6 until firm.) Individual test (Repeat steps 1–6, calling on individual students to read all the words in the column.) Lesson 7, Exercise 1, Decoding B2 TPB

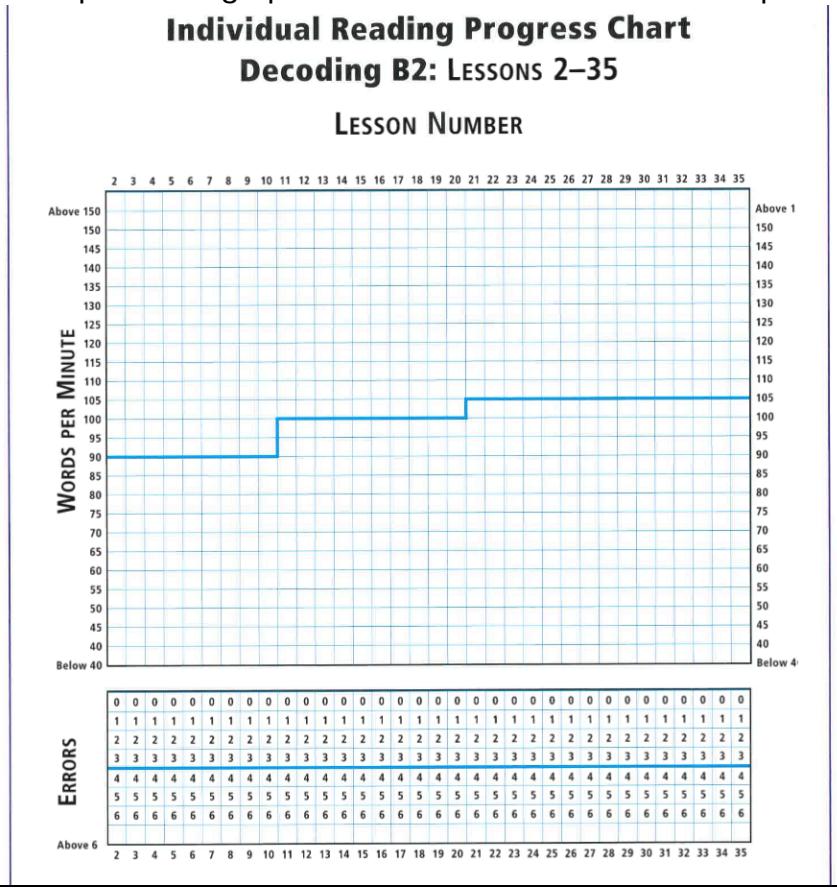
Orthography	Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.	**Decoding A, B1, B2, and C** Common spelling patterns with a long vowel sound: e.g., /ea/./ee/=/ē/; /oa/=/ō/ Endings with CVCe when ending starts with a vowel (like + ing = liking); endings with CVCe when ending starts with a consonant (e.g., like + ness = likeness); Endings with CVC when ending starts with a vowel (e.g., hot + er = hotter); endings with CVC when ending starts with a consonant (e.g., hot + ly= hotly) Each lesson presents words in isolation and gives students practice with easier lists and more difficult lists. When new words are introduced, they often appear in lists of words that have similar parts. In later lessons, these same words appear in mixed lists, for which the students must rely more on the decoding skills taught earlier. Example from Decoding B2 Lesson 32 out of 65 lessons:  EXERCISE 3 WORD READING 1. Touch the first word in part 2. ✓ 2 soiled cooled eaten watched pounded • What sound? (Signal.) *oy.* • What word? (Signal.) *Soiled.* 2. Next word. ✓ • What sound? (Signal.) *oo.* • What word? (Signal.) *Cooled.* 3. (Repeat step 2 for each remaining word.) Lesson 32, Decoding B2 TPB

Morphology	Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language.	**Decoding B2 and C** Students learn the meaning of common affixes when applied to different words. Students also learn how to pronounce and spell words with affixes. For example, *un;—ly; —re; —dis; —pre;—tri;—sub;—less;—ness;—able* Example from Decoding C Lesson 26 Exercise 1 and 2 out of 125 lessons:  Lesson 26 WORD-ATTACK SKILLS Board Work EXERCISE 1 NEW AFFIX: ex 1. (Print in a column on the board:) tend cite ample plain pose 2. (Point to **tend.** Pause.) What word? (Signal.) *Tend.* • (Repeat for **cite, ample, plain, pose.**) • (Repeat the list until firm.) 3. (Add **ex** to the beginning of each word:) extend excite example explain expose 4. (Point to **extend.** Pause.) What word? (Signal.) *Extend.* • (Repeat for **excite, example, explain, expose.**) • (Repeat the list until firm.) Student Book EXERCISE 2 NEW AFFIX: un 1. Open your Student Book to Lesson 26. ✓ 1 un A: unreal, unseen, unbelievable, uncertain B: unable, unlimited, unfortunate • Touch the letters **U–N** in part 1. ✓ • When those letters appear at the beginning of a word, they usually mean **not.** What does **un** mean? (Signal.) *Not.* 2. Touch the first word in column A. ✓ • What word? (Signal.) *Unreal.* • What does **unreal** mean? (Signal.) *Not real.* 3. Touch the next word. ✓ • What word? (Signal.) *Unseen.* • What does **unseen** mean? (Signal.) *Not seen.* 4. (Repeat step 3 for each remaining word.) 5. (Repeat the list until firm.) 6. (Repeat steps 2–5 for the words in column B.) EXERCISE 3 WORD PRACTICE 1. Touch the first word in part 2. ✓ 2 bright easily interesting contained distance gigantic although falter fifteenth branches approaches flights matches floating frightened • What sound? (Signal.) *īī.* • What word? (Signal.) *Bright.* 2. Touch the next word. ✓ • What sound? (Signal.) *ēē.* • What word? (Signal.) *Easily.* 3. (Repeat step 2 for each remaining word.) 4. (Repeat each row of words until firm.)

Syntax	Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding the mechanics of a given language	**Decoding A, B1, B2, and C** Each program is based on cumulative skill development. In Decoding A, students learn to read words, then sentences, then several sentences that form a paragraph. The sentences become more complicated as the student's skills increase. For example, in Decoding B2 and C, students are systematically taught to read with prepositional phrases so that they are able to accurately answer questions based on the function of the words, not the placement of words in the sentence. For example, students often answer questions about when something happened based on the order of the words in a sentence. Here is a common error: *Before the baseball game, we all had a hot dog.* If the question is: What do they do first? Then what did they do? Students with dyslexia or who have problems reading will often answer: First they went to the baseball game, then they ate hot dogs. Given this is a frequent error type, the Decoding B2 and C programs are designed to make sure that students learn to pay specific attention to prepositions, no matter where the phrase is located in the sentence. This type of careful syntax design is also applied so that students can answer more complicated who, what, where, how, and why questions.

		Example Decoding B2 Lesson 32 Group Story Reading. The teacher calls on different students to read one or two sentences. If they make no more than two errors on each part, then the teacher orally asks the questions and calls on individual students to answer. Note in this example, the answer has the word "*Idea"* next to the answer in the teacher's book. This means that students need to orally answer the question in a complete sentence, but the words do not need to exactly match the answer in the teacher's book. Irma had left a nail on the hard paint. When she came back to her lab, the nail was invisible. Slowly she began to realize that the paint had made the nail invisible. She said to herself, "I will test that paint." She took a coin from her purse and dropped the coin on the paint. Then she watched and waited. After a while, she saw that the coin was starting to turn invisible. It now looked like a glass coin. She could still see it, but it did not look like a copper coin or a silver coin. It looked like a glass coin. [1] ***First-part questions:*** a. How did she test the paint? (Idea: *She dropped a coin on the paint.*) b. How did the appearance of the coin change after a while? (Idea: *It looked like a glass coin.*)

Reading comprehension	Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader's skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader's interest in what they are reading and motivation to comprehend its meaning	**Decoding A, B1, B2, and C** Reading selections and comprehension activities ensure 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. The comprehension activities, however, show the student that what is read is to be understood. When students progress through the series, reading longer selections, they answer comprehension questions presented before, during, and after the selections. Comprehension items also appear in the Workbook. Below is a sample of the types of questions that students will be able to answer: • summarize the events of the previous story. • answer questions about characters, settings, events, problems, and solutions. • identify sentences that express the main idea of a selection. • identify causes and effects. • compare and contrast characters. • identify sequences of events. Decoding A through C requires students to answer literal and inference type questions. The question types become more complicated as students gain more skills. (see Example above)
Reading fluency	Reading fluency is the ability to read text with sufficient accuracy, rate, and prosody to support comprehension.	The daily fluency procedures require the students to read sentences or passages and then reread them. In Decoding A, students focus on accuracy and prosody—reading without errors and making it sound like natural speech. There are timed reading expectations toward the end of Decoding A (60 wpm at 98% accuracy). In Levels B1, B2, and C, students keep a daily record of their rate and accuracy performance on the individual timed reading, called an Individual Reading Checkout. Their improved performance on timed reading provides students with evidence of their ability to retain and apply the decoding skills they have been taught. Students who read more fluently have better reading comprehension because what they read is more like natural speech. (B1= 90wpm at 98% accuracy; B2 = 130 wpm at 98% accuracy; C= 150 wpm at 98% accuracy)

		In Decoding B1 and B2, students read two different passages every day: 1. An untimed reading of a passage from that day's story; 2. A one-minute timed reading of a passage from the day before. This allows students to first work on accuracy and prosody while the first reading of the whole story is still fresh. Then, the next day, students read that same passage as a timed oral reading. In Decoding C, students read a two-minute timed passage every day. Students demonstrate accuracy, rate, and prosody Example of the graph that students use to chart their performance: 

Other areas of language processing skills, such as written expression, which require integration of skills, are often a struggle for students with dyslexia	"The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved" (Moats and Dakin, 2008, p. 55)	**Decoding A, B1, B2, and C** Each decoding program has a written component that integrates copying words, writing endings to words, writing answers to comprehension questions in complete sentences with accurate spelling, grammar, handwriting, etc. The initial focus is on sequencing story elements so that students will be accurate in story detail recall. Systematically, the type of comprehension required becomes more complex. From orally answering literal and inferential items about fiction and non-fiction events, characters, settings, problems, and solutions to writing answers to the same types of oral questions with an additional expansion to find the main ideas, summarize, identify causes and effects, compare and contrast characters, and sequence story main events and details.

Sources:
Engelmann, S., Hanner,S. & Johnson,G. (2008). *SRA Corrective Reading Series Guide*. Columbus, Ohio: McGraw-Hill.

Marchand-Martella, N. E., Martella, R. C., & Przychodzin-Havis, A. M. (2008). *Research base and validation of SRA's Corrective Reading Program.* Columbus, Ohio: McGraw-Hill.

National Institute for Child Health and Human Development (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups.* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

Texas Education Agency (2024). *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.* Austin, TX: Author.

Alignment of Corrective Reading Program
with Components of Research-Based Reading Instruction
and Structured Literacy Approach

The National Reading Panel (NICHD, 2000) recommends effective instruction in *phonemic awareness, phonics, fluency building, vocabulary,* and *text comprehension* for intervention programs for struggling readers. The table below outlines each of these big ideas of research-based reading instruction and outlines specific instructional activities and skills introduced in the Corrective Reading program that address each instructional component.

Table 2

Reading Instruction Component	Definition	Corrective Reading Activities and Skills
Phonemic Awareness	Phonemic awareness is "the ability to notice, think about, and work with the individual sounds in spoken words" (Armbruster et al., 2003, pg. 2). Before children learn to read printed words, they need a working knowledge of speech sounds (called phonemes). Phonemic awareness can be taught and learned; it helps students learn to read and spell at higher levels, compared to students who have few or none of these skills (Armbruster et al., 2003; NICHD, 2000).	*Corrective Reading* includes phonemic awareness activities in the early levels of the program (Decoding, Levels A and B1). It incorporates two primary types of phonemic awareness activities: • Blending words (i.e., students listen to a sequence of phonemes and then combine the phonemes to form a word) • Segmenting words (i.e., students break a word into its separate sounds) These two types of phoneme manipulation activities are "likely to produce greater benefits to your students' reading than teaching several types of manipulations" (Armbruster et al., 2003, pg. 8)

Phonics	"Phonics instruction teaches children the relationship between the letters (graphemes) of written language and individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words" (Armbruster et al., 2003, pg. 12). According to the NICHD (2000), *systematic and explicit phonics instruction* is more effective than non-systematic or no phonics instruction.	*Corrective Reading* teaches a set of letter-sound relationships in a clearly defined sequence. These sounds are taught in a prescribed sequence to ensure student success. Letters/sounds that are similar in how they look/sound are separated from other highly similar letters/sounds. Sounds that are frequently used in words are demonstrated before less frequently used sounds. Text used in the program is 95 percent decodable or higher, which means that at least 95 words out of 100 are composed of letter-sound relationships the students are learning (or have learned). When the decodable text level is high, students experience success rather than failure. They practice reading materials in which they have *already* received instruction. Sentences that appear early in the program are relatively easy to read.
Fluency Building	Fluency involves reading text accurately, quickly, and with proper expression (NICHD, 2000). "Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means ... less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the text" (Armbruster et al., 2003, pg. 22). Repeated and monitored oral reading has been found to improve reading fluency and overall reading achievement (Armbruster et al., 2003; NICHD, 2000).	The *Corrective Reading Decoding* program includes repeated and monitored oral reading. Fluency-building activities, called *Individual Reading Checkouts* occur on a daily basis to reinforce the importance of reading quickly, accurately, and with proper expression.

Vocabulary	"Children learn the meanings of most words indirectly, through everyday experiences with oral and written language" (Armbruster et al., 2003, pg. 35). These experiences include engaging daily in oral language, listening to adults read to them, and reading extensively on their own. However, some vocabulary words should be taught directly. Armbruster et al. (2003) noted that "direct instruction helps students learn difficult words such as words that represent complex concepts that are not part of the students' everyday experiences. Direct instruction of vocabulary relevant to a given text leads to better reading comprehension" (pg. 36).	*Corrective Reading* includes direct (explicit) instruction in vocabulary development. In *Corrective Reading Comprehension,* writing activities are included as a key part of vocabulary instruction. These activities extend learning to reinforce what is taught during the lesson, solidifying knowledge to promote retention and generalization.
Text Comprehension	"Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading" (Armbruster et al., 2003, pg. 48). Understanding what is read can be improved when readers use specific comprehension strategies.	*Corrective Reading* uses effective, comprehensive strategies such as asking students to: • Synthesize important ideas from text and draw logical conclusions • Answer interspersed questions posed by the teacher to check student understanding of what is read. • Use graphic organizers along with other visual representations such as maps, graphs, and charts to help with text comprehension.

Marchand-Martella, N. E., Martella, R. C., & Przychodzin-Havis, A. M. (2008). *Research base and validation of SRA's Corrective Reading Program.* Columbus, Ohio: McGraw-Hill.

National Institute for Child Health and Human Development (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups.* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

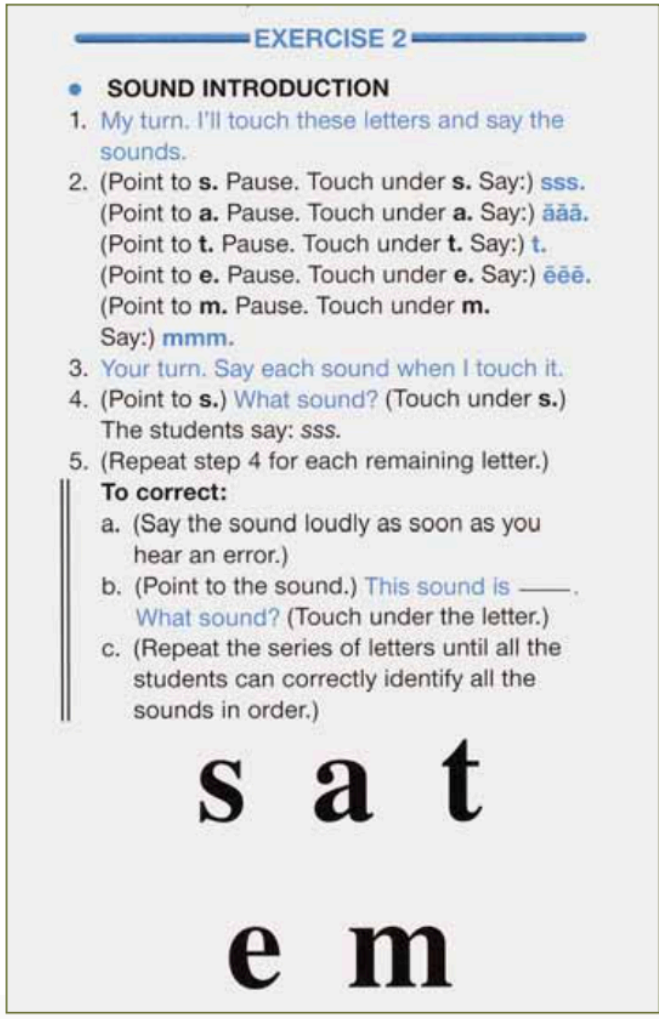
Source: Berninger, V. W., & Wolf, B. J. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science*. Baltimore, MD: Paul H. Brookes Publishing

Table 3

Descriptors For Delivery of an Effective Dyslexia Program	Definition From Texas Dyslexia Handbook	Corrective Reading Program (McGraw-Hill)
Multisensory	The term multisensory has been used to refer to a learning that includes the use of two or more sensory modalities simultaneously to take in or express information.	The *Corrective Reading Program*, has, for example: • Visual discrimination training with word build-ups and word transformations; visual L-R tracking exercises are in Decoding A • Auditory discrimination training for sounds and word pronunciation prior to being asked to read the sound/symbol or word. • Touching sound/symbol and key word parts • Oral reading while gliding finger under the words to assist in accurate L-R eye tracking Example: Teacher script using visual cues (i.e., fingers) to teach Phonemic Awareness:  ***Task F*** If 1. Listen: iiifff. (Hold up a finger for each sound.) 2. Everybody, say that with me. Get ready. (Hold up a finger for each sound. Say *iiifff* with the students.) 3. All by yourselves. Get ready. (Hold up a finger for each sound.) *iiifff.* 4. Say it fast. (Signal.) *If.* 5. What word? (Signal.) *If.* Yes, **if.** **Figure 1:** Example of phonemic blending in ***Corrective Reading***

Explicit Direct Instruction	"Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print" (Moats & Dakin, 2008, p. 58). Explicit Instruction is "an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, p. 326).	Intensive, explicit, systematic instruction helps students use skills and processes with a high rate of success because: • Whatever is presented is taught clearly and directly. • Whatever is taught is actively practiced multiple times until mastered. • Once mastered, students are taught to integrate and generalize the skill in other areas. • Each program specifies both teacher and student behavior. The lessons are scripted. • The scripts specify what the teacher does and says as well as what appropriate student responses should be. • The scripted lessons ensure that teachers will (a) use uniform wording, (b) present examples in a manner that communicates effectively with students, and (c) be able to complete a lesson during a class period. • All skills and strategies are taught through DIRECT INSTRUCTION. This approach is the most efficient for communicating with the students, evaluating their performance on a moment-to-moment basis, and achieving student mastery. • Students are not simply exposed to skills. Skills are precisely taught. Example: *Explicit phonics instruction* means "the programs provide teachers with precise directions for the teaching of these [letter/sound] relationships" (Armbruster et al., 2003, pg. 19).

Corrective Reading includes a carefully developed and scripted presentation that engages even the most reluctant learners. The script below provides an example of how explicit instruction is used in teaching letter-sound relationships in Lesson 1 of *Decoding A*.



EXERCISE 2

- **SOUND INTRODUCTION**

1. My turn. I'll touch these letters and say the sounds.
2. (Point to **s.** Pause. Touch under **s.** Say:) sss.
   (Point to **a.** Pause. Touch under **a.** Say:) ăăă.
   (Point to **t.** Pause. Touch under **t.** Say:) t.
   (Point to **e.** Pause. Touch under **e.** Say:) ĕĕĕ.
   (Point to **m.** Pause. Touch under **m.** Say:) mmm.
3. Your turn. Say each sound when I touch it.
4. (Point to **s.**) What sound? (Touch under **s.**) The students say: *sss.*
5. (Repeat step 4 for each remaining letter.)

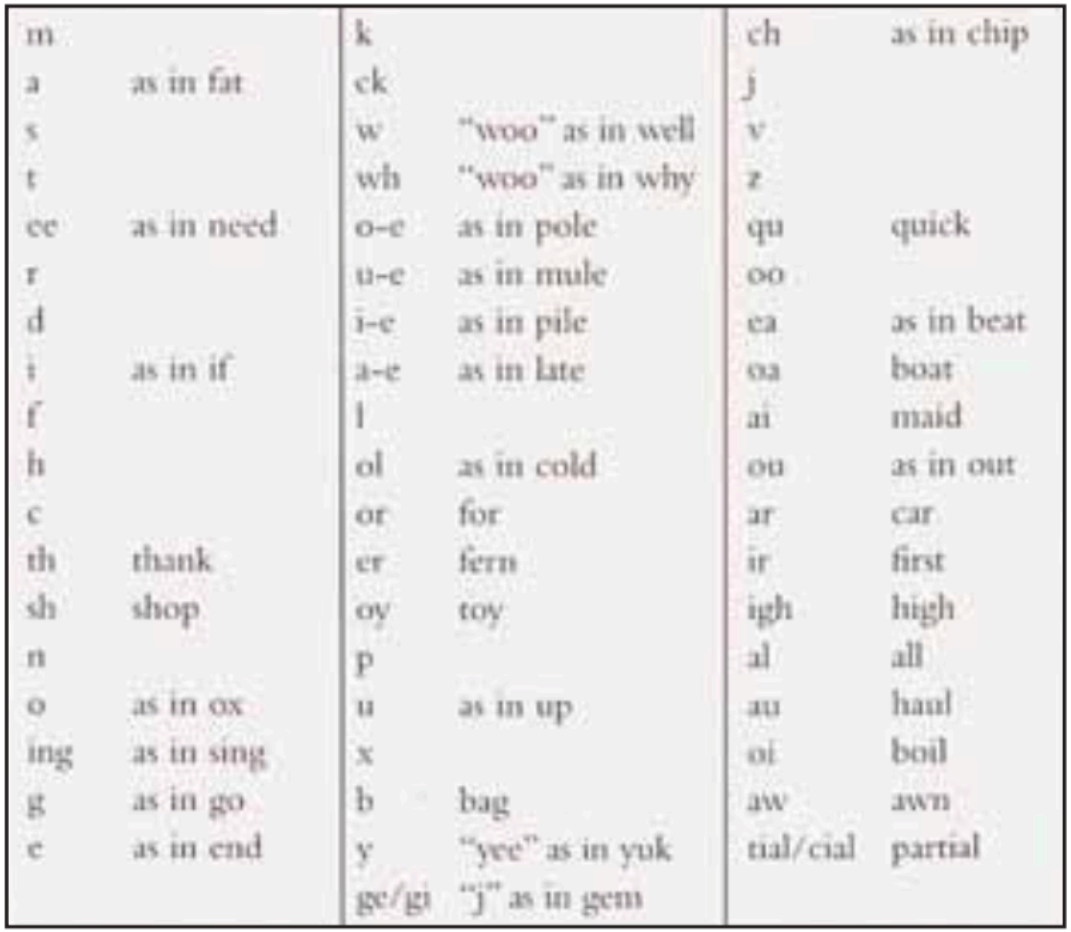
To correct:

a. (Say the sound loudly as soon as you hear an error.)
b. (Point to the sound.) This sound is ——. What sound? (Touch under the letter.)
c. (Repeat the series of letters until all the students can correctly identify all the sounds in order.)

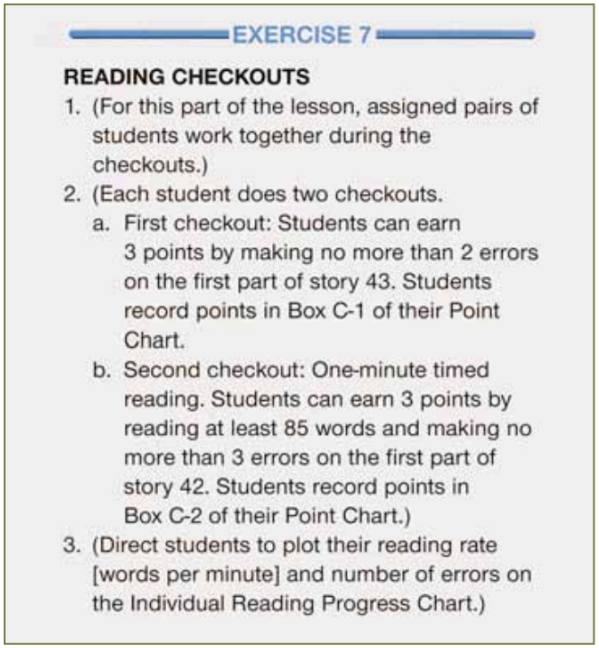
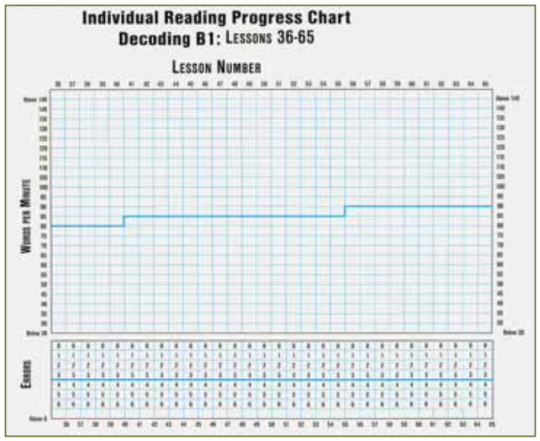
s a t

e m

Systematic and cumulative	Multisensory language instruction requires that the organization of material follow the order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2018, p. 26).	Systematic, Sequential, Cumulative, No assumptions of prior skills System of teaching that is Systematic: • Scientific • Structured • Logical • Integrated • Designed specifically for students with difficulties in reading Sequential Presentation • Simple to complex • Frequent to Infrequent • Reliable to less reliable • Letters-Syllables-Words- Sentences Cumulative Instruction • Small increments of new learning • Controlled Materials • Consistent Systematic Repetition Application of Basic Concepts Learned Strategy-based instruction allows students to learn new information in a more efficient way: • Complex tasks are analyzed and broken into component parts • Each part is taught in a logical progression • The amount of new information is controlled and connected to prior learning • Ample practice opportunities ensure mastery

		Example: *Systematic phonics programs* teach a set of letter-sound relationships in a clearly defined sequence. The Example below shows the sequence of sounds taught in the *Decoding* program: 
Diagnostic teaching to automaticity	"The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The	Individualized Continuous mastery tests, daily curriculum-based assessments, and independent workbook performance are collected and reported by the teacher using an online data system. Plus, students graph their own performance using in program rate and accuracy charts. This assists in:

m		k		ch	as in chip
a	as in fat	ck		j	
s		w	"woo" as in well	v	
t		wh	"woo" as in why	z	
ee	as in need	o-e	as in pole	qu	quick
r		u-e	as in mule	oo	
d		i-e	as in pile	ea	as in beat
i	as in if	a-e	as in late	oa	boat
f		l		ai	maid
h		ol	as in cold	ou	as in out
c		or	for	ar	car
th	thank	er	fern	ir	first
sh	shop	oy	toy	igh	high
n		p		al	all
o	as in ox	u	as in up	au	haul
ing	as in sing	x		oi	boil
g	as in go	b	bag	aw	awn
e	as in end	y	"yee" as in yuk	tial/cial	partial
		ge/gi	"j" as in gem		

	content presented must be mastered to the degree of automaticity" (Birsh, 2018, p. 27). "This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student" (Moats & Dakin, 2008, p. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, p. 70).	• Monitoring and reporting student progress • Determining areas that need remediation or acceleration • Guiding placement and movement of students through the program • Determining automaticity in decoding and comprehension skills • Teachers use specific procedures to correct student errors while students are engaged in the direct instruction. This "in the moment" encouraging process for correcting errors is essential to ensuring students gain accurate and automatic skills. • The structure of the lessons addresses skill deficiencies directly but positively in a manner that provides the type of practice students need to relearn fundamental strategies and to learn new skills. • The teaching is designed so that it does not overwhelm students with material or rules that result in a high rate of errors. Example: From Corrective Reading Decoding B1  EXERCISE 7 READING CHECKOUTS 1. (For this part of the lesson, assigned pairs of students work together during the checkouts.) 2. (Each student does two checkouts. a. First checkout: Students can earn 3 points by making no more than 2 errors on the first part of story 43. Students record points in Box C-1 of their Point Chart. b. Second checkout: One-minute timed reading. Students can earn 3 points by reading at least 85 words and making no more than 3 errors on the first part of story 42. Students record points in Box C-2 of their Point Chart.) 3. (Direct students to plot their reading rate [words per minute] and number of errors on the Individual Reading Progress Chart.)  Individual Reading Progress Chart Decoding B1: Lessons 36-65 Lesson Number

Synthetic instruction	"Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole" (Birsh, 2018, p. 27).	Initial sound symbol and blending skills are taught via a synthetic approach. For example, students are taught to sound out the word without stopping between the sounds, then to say the whole word "the fast way." This enables the student to hear the word form as they sound it out —e.g., students are asked to sound out then read the word "man." If the student says each sound and blends it into the next sound, i.e., mmmaaannn, the "whole" word will form as if in slow motion, then the student is taught to say the word the "fast way", which is reading the word in natural speech. Example:  EXERCISE 5 • WORD READING 1. Read this word. 2. (Touch the ball of the arrow for **mat.**) Sound it out. Get ready. (Touch under **m, a, t.**) *mmmăăăt.* (Repeat until the students say the sounds without pausing.) 3. Again. Sound it out. Get ready. (Touch under **m, a, t.**) *mmmăăăt.* (Repeat until firm.) 4. (Touch the ball of the arrow.) Say it fast. (Slash right.) *Mat.* Yes, **mat.** mat
Analytic instruction	"Analytic instruction presents the whole and teaches how this can be broken into its component parts" (Birsh, 2018, p. 27).	Students are taught using analytic instruction by showing students how words can be broken into parts to aid in decoding. The following example is Exercise 1 from lesson 67 in the Decoding C program (there are 125 lessons in Decoding C, so students are about halfway through the program). Note how students are asked to look at the underlined part first, then the whole word. This is a common strategy they are taught. In later lessons for these words, the part is no longer underlined faded, and students are asked to read the whole word.

Example:

LESSON 67

WORD ATTACK SKILLS

Student Book

EXERCISE 2

WORD PRACTICE

1. Open your Student Book to Lesson 67. ✔

basically excited adventure
uneven disappeared trained

Touch the first word in part 1. ✔ What's the underlined part? (Signal.) *ly*. What word? (Signal.) *Basically*.

2. Touch the next word. ✔ What's the underlined part? (Signal.) *sss*. What word? (Signal.) *Excited*.
3. (Repeat step 2 for each remaining word.)
4. (Repeat the words until firm.)

EXERCISE 3

VOCABULARY

1. Touch part 2. ✔

2
1. adventurous
2. reliable
3. cascading
4. shimmering
5. grade
6. calculator
7. estimate

We're going to talk about what those words mean.

2. Touch word 1. ✔ What word? (Signal.) *Adventurous*. Someone who likes to take risks and do new things is **adventurous**. Everybody, what's another way of saying "She is someone who likes to take risks and do new things"? (Signal.) *She is adventurous.*
3. Touch word 2. ✔ What word? (Signal.) *Reliable*. If something **can be counted on**, it is **reliable**. Everybody, what's another way of saying "This car **can be counted on**"? (Signal.) *This car is reliable*. What's another way of saying "Their teacher **can be counted on**"? (Signal.) *Their teacher is reliable*.
4. Touch word 3. ✔ What word? (Signal.) *Cascading*. When water is **falling** or **tumbling**, it is **cascading**. Everybody, what's another way of saying "The water is **falling** down the cliff"? (Signal.) *The water is cascading down the cliff*.
5. Touch word 4. ✔ What word? (Signal.) *Shimmering*. Something that **seems to be covered with shiny, moving lights** is **shimmering**. Everybody, what's another way of saying "The pond **seems to be covered with shiny, moving lights**"? (Signal.) *The pond is shimmering*.
6. Touch word 5. ✔ What word? (Signal.) *Grade*. One meaning for the word **grade** is **slope**. Everybody, what's one meaning for the word **grade**? (Signal.) *Slope*.
7. Touch word 6. ✔ What word? (Signal.) *Calculator*. Who knows what a **calculator** is? (Call on a student.) Idea: A small device that is used for mathematical calculations.
8. Everybody, touch word 7. ✔ What word? (Signal.) *Estimate*. One meaning of **an estimate** is **a smart guess**. Everybody, what's one meaning of **an estimate**? (Signal.) *A smart guess*.

Section 1: Research Support for the Effectiveness of Corrective Reading for Students with Dyslexia and Reading Disabilities

Corrective Reading has a substantial research base spanning more than 40 years. This robust evidence base includes studies examining the use of *Corrective Reading* with struggling readers identified as having reading or learning disabilities in both general and special education settings.

Summary of Systemic Reviews of Corrective Reading Research

Several syntheses of existing research on the effectiveness of the *Corrective Reading Program* have been published. Here are two:

Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., Miller, D. A., Warner, L., Leonard, B., & Chapman, S. (2005). An Analysis of Corrective Reading Research. *Journal of Direct Instruction*, *5*(1), 37-65.
This review examined 28 studies that represented a myriad of experimental designs, including studies that compared DI to other approaches as well as studies that only investigated differences from pretest to posttest with one group of students receiving instruction with *Corrective Reading*. The authors concluded that 93% of studies reviewed "found positive results for students who were taught using *Corrective Reading*" and that "only one study [out of 28] noted greater effects with another intervention over *Corrective Reading*" (p. 62)

Marchand-Martella, N. E., Kinder, D., & Kubina, R. (2005). Special education and direct instruction: An effective combination. *Journal of Direct Instruction*, *5*(1), 1-36.
This review included 16 studies that examined the effects of *Corrective Reading* with students with high-incidence disabilities (i.e., most participants were identified as having learning disabilities or whose descriptions matched the definition of learning disabilities). Eight of these studies compared the relative effectiveness of *Corrective Reading* to other programs. Results showed that students who received *Corrective Reading* significantly outperformed comparison groups in all but one of these studies. Six studies evaluated the effectiveness of *Corrective Reading* by comparing pretest and posttest scores. Each of these studies reported that students who received *Corrective Reading* made gains.

Section 2: Research Base Demonstrating Corrective Reading Program Effects

Please note that several studies do not specifically mention “dyslexia” in the title but instead use diagnostic categories such as Specific Learning Disability (SLD), Learning Disability (LD) or other more general descriptors such as struggling readers. Reviewing the actual description of the students involved in the study provides better indicators for the learner type and the likelihood that the student would have been identified as dyslexic if better assessment had been available. In any event, the following 81 studies contain a substantial body of evidence of the effectiveness of

The SRA McGraw-Hill *Corrective Reading Program* for students who need an intensive structured literacy approach.

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Allan, P. (1993). *A case study of the efficacy of the Corrective Reading program with a nine-year old* girl (Unpublished manuscript).(a)

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Baker, J. H. (1980). *An evaluation of the use of the Direct Instruction Corrective Reading (Decoding B) program in a Victorian secondary school* (Unpublished manuscript).(a)

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Esham, L. A. (2001). *Effects of teacher training and coaching on student achievement in the Corrective Reading program at Sussex Central Middle School* (Unpublished doctoral dissertation). University of Delaware: Newark, DE. (g) [69, 70]

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