The **CORRECTIVE READING PROGRAM** is a remedial reading program designed for students in Year 3 and above, and has successfully been used with secondary school students. It comprises two strands: Decoding and Comprehension, and within these strands are a number of levels. The Decoding strand is the focus of this summary, having 4 levels (A, B1, B2, C) corresponding to the students' decoding capacity assessed with a placement test.

The placement test is administered prior to the program and consists of several passages of prose, the rate and accuracy of reading determining the program level for any given student.

Selection
The placement test is designed to ensure that student groups are relatively homogeneous in their decoding ability, and that they are neither over-challenged by the level of difficulty of the program, nor already competent at that level. The test is administered individually and takes about five to ten minutes. Detailed instructions are provided for administration and scoring.

Typically, the screening sample is derived from class teacher reports of students whose reading progress had been of concern. This teacher-identified group is then assessed with the placement test.

The possible outcomes of such assessments are:

1. the child's current decoding skill levels are below those of the lowest level of the program (Level A), and would be best addressed with a beginning reading program.
2. the child is appropriate for placement in one of the four program levels, or
3. the child has already mastered the decoding skills taught at each level, and any reading deficits are probably not in the area of decoding.

Program Design
There are two major features evident in the CRP (Decoding). They are the emphasis on decoding skills (phonics) and the Direct Instruction approach to teaching the phonics content. It includes work on both isolated words and connected sentences, but its major emphasis is at the level of word structure. It is made clear to students that the decoding of novel words involves careful word analysis rather than partial cue or contextual guessing. Students are continually prompted to take account of all letters in a word, and become sensitised to common (and often problematic) letter groupings, for example, those beginning with combinations *st, bl, sl, fl, pl, sw, cl, tr, dr*; or ending with *nt, nd, st, ts, mp, ps, cks, ls, ms, th, er, ing, ers, y*. The sentences provided are constructed in a manner which allows few clues for contextual guessing, but provides ample opportunities to practise what has been learned in the teacher-presented word-attack segment of the lesson.

Lessons are designed to be provided in groups of up to 15 students, but can be provided 1:1. Most first time teachers prefer that groups comprise no more than 10 students. The rationale for this reduction involves the lack of experience of the teachers with the program, and the observation that in most groups of poor readers there are usually several students difficult to motivate, and maintain on-task.

This first hurdle is difficult for teachers more used to a less directive model of teaching. Lessons are scripted, and most teachers report requiring at least 20 lessons before reasonable comfort with the approach is achieved. Teacher support is valuable in the early stages to assist in this skill development, and to preclude teacher-initiated program changes that may jeopardise program success. The requisite level of support varies from teacher to teacher; however, in most cases it is difficult to provide the extensive training model described by the program designers.

The program designers argue that the program combines the benefits of 1:1 tutoring with the effectiveness of group instruction. This is achieved by the use of choral responses prompted by various signals (a new skill for most teachers). Not only must teachers follow a script, but they must be able reliably to signal students when to respond, and then pay attention to each student's response in order to monitor skill development and teaching effectiveness. The results of this monitoring process help determine lesson pacing by controlling the amount of repetition necessary for mastery. The larger the group, the more difficult it is to continuously monitor every student's progress - thus smaller group sizes are helpful for first-time program teachers. As teachers' reliance on the script diminishes, and as their signalling improves, so their adroitness at student monitoring improves and they are better able to manage larger groups.

Lessons typically range from 45 minutes to one hour, dependent on teacher lesson pacing. Typically pacing improves with experience, but initially some teachers are unable to complete a whole lesson in the time allotted.

Program design specifies an optimum schedule of **five lessons each week.** This level of intensity has been found important for students with reading problems, as they tend to have difficulty retaining new skills and knowledge. For this reason, there is strong emphasis on massed practice for mastery, and spaced practice for retention. If lesson frequency falls significantly, retention may be jeopardised leading to a general progress deceleration. However not all schools are able to timetable five lessons per week, and even those which do so find competing events sometimes forced class cancellation.

The Corrective Reading Program is often chosen as the intervention program for the RMIT Psychology Clinic because of my experience with it, and its record of success in improving the reading outcomes for children at-risk. This has been noted in the empirical studies available in the research literature, and also in the regular evaluations I perform in schools and in the Clinic. At the Clinic, we also train parents to provide the program to individual students.

CRP: DECODING A *Who it's for*
Decoding A is appropriate for extremely poor readers in the second half of grade 3 through high school who virtually lack decoding skills. These students read so inaccurately and haltingly that they are prevented from comprehending what they read.

What is taught The following skills are taught in **Decoding A**.
- Identifying the sounds of letters.
- Sounding out words that are presented orally and then saying them fast.
- Decoding irregularly spelled words.
- Reading words "the fast way".
- Reading short selections
- Reading sentences
- Spelling.

Related skills such as matching, word completion (for example, rhyming), and symbol scanning are included on the student worksheets.

The basic objective in **Decoding A** is to teach students that there are regularly spelled words, words that are pronounced by blending the sounds of the letters in them. Once students understand that the identification of a word is related to its spelling, irregularly spelled words, such as **said** and **what**, are introduced. These words are spelled one way but pronounced in different, irregular way.

The sentence-reading exercises give students practice in reading words that are presented within a context. Usually students who qualify for this program do not understand what decoding is. This problem is magnified when they try to read sentences. Usually, their sentence-reading strategy involves guessing

based on the syntax or the position of words within the sentence. For instance, they guess that the first word is the.

The objective of the sentence-reading activities is to retrain students in how to read words in sentences. Although work on isolated words (in lists) teaches word-attack skills, practice in reading sentences ensures that students apply these skills.

The sentences in this program are designed so that there is low probability of guessing a word correctly. If students guess the next word in a sentence on the basis of the preceding words, they most likely will be wrong. The low probability feature provides students with consistent evidence that guessing is not effective. A guess equals a mistake; therefore, students quickly abandon the guessing approach and use the decoding skills being taught.

The story-reading exercises give students practice in decoding material similar to what they will encounter at the beginning of **Decoding B1** and in answering comprehension questions about what they have read.

Outcome behaviour
Upon completion of **Decoding A**, students should be able to do the following activities.
- Read sentences, such as **She was a master at planting trees**. These sentences are composed primarily of regularly spelled words (containing as many as six sounds).
- Read short selections, such as the following:
    Ten men got in a truck.
    They went to the creek and set up a tent.
    How can ten men fit in the tent?
    They can not.
    Six men will sleep under a tree.
- Read common irregular words such as **what, was, do, said, to, of**, and **you** with only infrequent errors.
- Read words that begin with difficult letter combinations such as **st, bl, sl, fl, pl, sw, cl, tr, dr.**
- Read words that end with difficult letter combinations such as **nt, nd, st, ts, mp, ps, cks, ls, ms, th, er, ing, ers, y**.
- Pronounce commonly confused words parts such as the **k** sound in **trick**, the **e** sound in **set**, the **s** ending sound in **mats, runs**, and **munches**.
- Spell simple words that have a clear sound-symbol relationship, including words that contain **th, wh, sh, ch**, and various other letter combinations.
- Independently perform on various simple activities, such as matching sounds and completing words with missing letters.

Other activities are independent. The workbook activities take about 10 minutes. Students earn points by staying within an error limit for errors on the worksheet for the lesson.

Isn't reading really about comprehension? Why the heavy emphasis on decoding words?
- In 90% of cases, the source of reading comprehension problems is poor word recognition skills
- The simple ability to read aloud a list of English words accounts for 79% of the variance in reading comprehension
- Word recognition is more predictive of reading comprehension than is listening comprehension.

In Gough's view, reading has two components: decoding and linguistic comprehension. Struggling readers are either poor in decoding, poor in linguistic ability, or poor in both. It is called the Simple View of reading and reading disability (Gough & Tunmer, 1986) and has received much support in both reading development theory and in research into instruction.

In Great Britain, the new federal policy (Primary National Strategy, 2006) on the teaching of reading has embraced this model. It recommends teaching initial decoding separately from teaching comprehension. Primary teachers across England are to be trained in using synthetic phonics to help children to read. Each

prep class teacher in a school is to be given coaching in the technique, in which children build up words from letter sounds. Teacher training is also to be changed to place more emphasis on synthetic phonics.

From British Primary National Strategy, 2006
"Children need to be taught: letter/sound correspondences in a clearly defined, incremental sequence to apply the highly important skill of blending (synthesising) phonemes in their proper order, all through a word to read it to apply the skills of segmenting words into their constituent phonemes to spell them it is systematic, following a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress it is taught discretely and daily at a brisk pace children's progress in developing and applying their phonic knowledge is carefully assessed and monitored. Teachers should use texts that are restricted to letters and sounds already taught."

The Australian National Inquiry into the Teaching of Reading 2005
It concluded that the evidence is very clear as to what is essential for an effective programme for the teaching of reading. A considerable body of research has shown that, if it is to be effective, such a programme must emphasise, throughout its first two or three years, extensive systematic explicit instruction in synthetic phonics. Taking these key terms in turn:

First, what is synthetic phonics? A child being taught that 'cat' can be analysed into three sounds - 'kuh' 'a' and 'tuh' - that correspond to the three letters of the word is being taught analytic phonics; a child being taught that the letters c a and t correspond to the sounds 'kuh', 'a' and 'tuh' and that these can be put together (synthesized) to make the syllable 'cat' is being taught synthetic phonics. Either type of phonics instruction helps children learn to read but research shows that the synthetic approach helps children more.

Second, what is meant by explicit instruction? This contrasts with implicit instruction, sometimes referred to as 'discovery learning'. Here you present children with a number of examples and let them figure out the rules for themselves. Few children will be able to figure out the rules of phonics by themselves in this way: most need to be told explicitly what these rules are and then trained in their use.

The conclusions of this literature review are completely consistent with those reached in two other recent national surveys of the teaching of reading, the Rose Review commissioned by the UK government, which reported at the end of 2005, and the National Reading Panel in the USA, which reported in 2000.

A 2005 report prepared for the Australian Government Department of Education, Science and Training. By the Australian Council for Educational Research
A review of the empirical evidence identifying effective interventions and teaching practices for students with learning difficulties in Years 4, 5 and 6.
Research conducted over the past 30 years concludes that Direct Instruction programs are among the most effective for children with learning difficulties.

Australian Council for Educational Research (2006)
The Corrective Reading program is effective for students with and without learning difficulties.

Corrective Reading Comprehension

For students who read without understanding, the Corrective Reading Comprehension programs develop vocabulary, information, and comprehension strategies needed for academic success.

This program helps underachieving readers develop higher-order thinking and reasoning tactics used by successful readers—applying prior knowledge, making inferences, and analyzing evidence.

Lessons incorporate information from science, social studies, and other content areas to build general knowledge and develop study skills.

Level A: Thinking Basics (65 lessons) teaches basic reasoning skills that form the framework for learning information. It also fills crucial gaps in students' background knowledge.

Students who place in **Comprehension A**

- do not understand the concepts underlying much of the material being taught in classrooms.
- do not have well-developed recitation skills.
- cannot repeat sentences they hear, so they have trouble retaining and answering questions about information that is presented.
- Struggle to understand the material when it is presented orally.

Spelling Mastery

How is Spelling Mastery different from traditional spelling programs?

Most traditional spelling materials contain many language arts activities that may help to improve language and communication, but do not improve spelling. The focus of *Spelling Mastery,* as the title implies, is on teaching spelling to a high level of mastery. The words and spelling skills taught set the stage for related language-arts activities. But most exercises in the series have a single purpose: to teach spelling skills. Since *Spelling Mastery* has this primary focus (and provides the amount and type of practice necessary to achieve it), lessons are considerably different from those of traditional spelling materials.

Spelling Mastery differs from traditional spelling materials in three major areas:
(1) the approach to content, (2) the organization of lessons, and (3) the method of lesson delivery.
How are the sequences of skills different? Three approaches to spelling are whole-word, phonemic, and morphemic. Each has advantages and possible disadvantages. Spelling Mastery is designed to maximize the advantages of each approach and minimize the disadvantages.

Whole-word. This approach requires the students to memorize the spelling of the individual words. The student receives no rules, but simply receives rote information such as: the word **quiet** is spelled **q-u-i-e-t.** The advantage of a whole-word approach is in teaching those words that cannot be spelled by applying generalizations (words such as **answer).** The disadvantage of whole-word spelling is that it is inefficient. If two thousand words are to be taught, each must be presented as a separate entity, a rote unit that is essentially unrelated to the other words to be taught.

Phonemic. This approach, based on sound-symbol relationships, involves teaching students the letters for various sounds, e.g., the sound /n/ is spelled with the letter n. The principal advantage of this approach is that it provides beginning spellers with generalizations for spelling many words and word parts. This advantage is seen most obviously when the approach is applied to regular spelling words - those composed entirely of predictable, or stable, elements. For example, the sound /m/ is spelled with the letter m, a with a, and /n/ with n; man, therefore, is spelled m-a-n. One problem with this approach, as traditionally used, is that it confuses reading objectives with spelling objectives. Many spellings produce the sound /ee/ (e-a, e-i, e-e, a, i-e). Reading instruction teaches the learner what sound to say when presented with any of these symbols; however, the problem of spelling is different. The student is presented with a sound in a word and must produce the appropriate spelling. But which spelling is correct? A tricky balance exists. The stable elements in a word like **teen** can be spelled by applying sound-symbol generalizations. At the same time, the student must be taught to avoid the over-generalization of spelling all long-e words with e-e. The phonemic approach is weakest when applied to multisyllabic words, particularly those containing an unstressed vowel that sounds like "uh" and could be spelled with any vowel letter. The "uh" in the word **relative** (rel-uh-tiv) could be spelled with a, e, i, o, or u.

Morphemic. This approach to spelling teaches students to spell units (bases and affixes) of words and to put them together to form words. One term - morphograph - applies to all these units. The primary advantage of using morphographs is that a small number of them can be combined to form a large number of words. Once students have learned some morphographs, the spelling of words composed of more than one morphograph is relatively easy.

Morphographs

Prefixes	Bases	Suffixes
re	cover	ed
dis	pute	able
un		

Words Formed

recover, recoverable, recovered, unrecoverable, unrecovered, repute, reputable, reputed, disreputable, disrepute, covetable, covered, uncover, uncoverable, uncovered, discover, discoverable, discovered, undiscoverable, undiscovered, dispute, disputable, disputed, undisputable, undisputed, etc.

As the illustration above suggests, most morphographs (like **cover and re)** are spelled the same way in every word in which they occur. Others (like **pute)** change their spelling in some cases. But the change (such as dropping an *a*) is predictable and can be taught through reliable spelling rules. The morphographic approach is most efficient for multisyllabic words. These words typically defy phonemic analysis; however, they are effectively taught as combinations of morphographs. Five or six hundred morphographs combine to form thousands of words. The disadvantage of a morphemic approach is that learning to spell morphographs may depend on sound symbol and whole-word analyses. The strategy of Spelling Mastery combines all these approaches. The approach to teaching late is primarily sound-symbol. Then **late** is combined with other morphographs and a morphographic rule is applied: **re + late + ive = relative.**

Note that phonemic rules don't apply (we can't spell the word the way it sounds because we don't say ree-late-ive.) Morphographic analysis is not dependent upon stable sound-symbol relationships.

The progression through *Spelling Mastery,* from Levels A to F, is from phonemic generalizations to morphographic generalizations. Levels A and B are primarily phonemic, but also include some very basic morphographic generalizations. Level C shifts from principally phonemic generalizations to principally morphographic generalizations. Generalizations in the remainder of the series, Levels D-F, are morphographic. It is the nature of English orthography that some words do not lend themselves to either phonemic or morphographic generalizations. Irregular words of high utility are taught throughout the series using an intensive, whole-word approach.

How is the organization of Spelling Mastery different?
In traditional spelling materials, a spelling pattern, rule, or word group is usually taught within a *unit,* usually covering a week's time. For instance, rules for doubling final consonants are pretested, taught, practised, and tested within a week's time - and no other skills are taught or practised during that time. In sharp contrast, *Spelling Mastery* skills are taught in *tracks.* Each lesson is made up of several tracks, so each lesson includes work on more than one skill, pattern, or rule. Therefore, less is taught on a skill within a single lesson, but a track typically extends over a period of several weeks, so students receive more time to acquire and master the objectives of the program. Tracks allow skills to be taught gradually. Initially, a skill in a track is taught with a great deal of assistance and guidance from the teacher. Gradually, that assistance is "faded" until students perform on each skill independently. Some tracks in the program are principally **review** tracks. Within these tracks, every skill, pattern, or rule taught within a level of the program is systematically reviewed throughout the remainder of that level, ensuring long-term retention, and thus substantially increasing the probability that spelling will transfer to writing.

What's different about Spelling Mastery's delivery system? Another typical feature of traditional spelling materials is that students essentially teach themselves by way of an independent study method that includes steps such as reading target words, spelling them while looking at them, spelling them without looking, and writing them. Although *Spelling Mastery* employs similar steps, those steps are initially completed under the direction of the teacher. It is not quite accurate to say, *Spelling Mastery* teaches spelling." A more accurate characterization of the program is that it is a tool that *teachers* use to teach spelling. A major

assumption underlying the design and development of *Spelling Mastery* is that the most effective medium for teaching spelling is the teacher - not the use of self-study, computers, audio tapes, or unguided discovery. Although *Spelling Mastery* promotes a great deal of discovery - about words that are related by structure and meaning -the discovery comes about because the teacher lays a solid foundation and does not rely on chance.

Below is a format you can use in your phone contacts while monitoring the program

Case Supervisor: Dr. Kerry Hempenstall
Telephone call date:
Telephone call time and duration:

Notes

How is the Corrective Reading Program (Decoding Level A) progressing?
M reports that the program has commenced and that all is progressing well after the first week. M believes that L is finding the lessons relatively easy and that this is providing L with lots of success and motivation to persist with lessons.

How many lessons has L completed?
L has completed 12 lessons of the Corrective Reading Program (Decoding Level A) within the first week. The family has managed to complete between one and three lessons each day. M reports that they have encouraged L to undertake as many lessons as possible during the first week because L has been on school holidays and has had 'extra time'.

Who has been implementing lessons with L?
M has administered all 12 lessons with L. Louise felt that she needed to practice the skill of continuous blending prior to administering lessons with L. M feels more confident than Louise in his ability to articulate different letter sounds and to blend letters together. Louise may begin administering some lessons with L at a later stage. However, at this point, M will continue administering all lessons with L and thus telephone check-ups will occur between M and the clinician.

Data: (Please note: M has not recorded 'Free Reading Time')

Lesson Number	Date	Lesson Time (minutes)	Errors	Comments/ Difficulties
1	22/9/2006	30	0	
2	23/9/2006	20	1	Pronunciation of short 'a' sound
3	23/9/2006	17	1	Read 'ra' as 'raaarrrrr'
4	23/9/2006	19	0	
5	24/9/2006	17	0	
6	24/9/2006	19	0	
7	25/9/2006	20	0	
8	26/9/2006	17	1	No continuous blending between s and i in 'sit'. S/C.
9	26/9/2006	13	1	Didn't sound out 'i' correctly
10	27/9/2006	22	2	No blending between r and e and between h and i
11	28/9/2006	16	1	Didn't blend the word 'hid' properly. S/C.
12	29/9/2006	14	0	

S/C = Self-corrected

Have there been any problems encountered so far?
M reports that the only problems encountered thus far have concerned the pronunciation of some letter sounds. M feels that because the program is American, some letter sounds are pronounced slightly differently as to how they would be pronounced in Australia. For example, the word 'must' sounds more like 'mast' when pronounced according to the cues in the book. L and M have managed to overcome this problem by discussing the different letter pronunciations in America compared to Australia.

M states that L has made some errors in each lesson, but that he is self-correcting on a lot of these errors. M believes L is enjoying the program at the moment and is motivated to improve his reading skills.

Any queries regarding the program?
M did not have any questions at this stage of consultation. However, the clinician and M discussed the need to deliver mastery tests after the completion of lessons 20, 45 and 65. M believes that L will have completed 20 lessons by the end of next week.

Next client contact scheduled for…..
The clinician to telephone M F on Tuesday 3rd October for another check-up/ consultation. M has requested that he be contacted on his work telephone number (xxxxxx) sometime in the late afternoon. During this telephone conversation the clinician and Mathew will determine when L will be presented with his first Mastery test (to occur after the completion of Lesson 20). M will check that he has all of the materials available to deliver this mastery test. If he does not, the clinician will photocopy the Mastery Test Examiner's Manual and Mastery Test Booklet and post it to M F.

…………………………………   …………………………………….
                                                    Dr. Kerry Hempenstall
Provisional Psychologist   Case Supervisor

Free Reading column is a stimulus for parents to encourage their children to do free reading every night. It's to help put into general practice that which they're learning in their reading lessons. So, record how many minutes each day the child is reading at home (other than homework or the program). In B1, B2, and C the Average is a separate row to Target. Average is calculated for each column to see how the child is doing over 10 lessons, compared to the Target. Was he above it? Below it? Is there a problem in the teaching? You calculate average errors in First Reading, average lesson time, average errors in Second Reading, and average reading rate. The new target every ten lessons is set by the program, not by me.

Corrective Reading Decoding: Level A (Lessons 1-35)

Free Reading	Lesson Number	Date	Lesson Time	Errors in reading	Comments (e.g. difficulties, common reading errors, breakthroughs)
Target				**1**	**1 error is the target for all checkouts up to Lesson 46**
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
	12				
	13				
	14				
	15				
	16				
	17				
	18				
	19				
	20				
	21				
	22				
	23				
	24				
	25				
	26				
	27				
	28				
	29				
	30				
	31				
	32				
	33				
	34				
	35				

Small reward every 10th lesson e.g. Kit Kat. Tape record some reading on 1st and 35th lesson.

Corrective Reading program: Level A (Lessons 35-65)

Free Reading	Lesson Number	Date	Lesson Time	Errors in reading	Comments (e.g. difficulties, common reading errors, breakthroughs)
Target				**1**	**1 error is the target for all checkouts up to Lesson 46**
	36				
	37				
	38				
	39				
	40				
	41				
	42				
	43				
	44				
	45				
Target				**2 or less**	**2 errors or less in 45 seconds or less is the target**
	46				
	47				
	48				
	49				
	50				
	51				
	52				
	53				
	54				
Target				**2 or less**	**2 errors or less in 60 seconds or less is the target**
	55				
	56				
	57				
	58				
	59				
	60				
	61				
	62				
	63				
	64				
	65				

Small reward every 10th lesson e.g. Kit Kat. Tape record some reading on 31st and the last lesson.

Free Reading is a stimulus to encourage free reading every night. It's to help put into general practice that which they're learning in their reading lessons. So, record how many minutes each day the child is reading at home (other than homework or the program). The Average is a separate row to Target. Average is calculated for each column to see how the child is doing over 10 lessons, compared to the Target. Was he above it? Below it? Is there a problem in the teaching? You calculate average errors in First Reading, average lesson time, average errors in Second Reading, and average reading rate. The new target every ten lessons is set by the program, not by me. What to do in the first reading and the timed reading is described in the Teachers Presentation Book, in the Teachers Guide, and also in the Series Guide.

Corrective Reading Decoding: B1 (Lessons 1-35)

Free Reading Time	Lesson Number	Date	Lesson How Long?	Errors		Words read in 1 min	Comments (e.g. difficulties, reading breakthroughs)
				First Reading	Timed Reading		
Target				2 or less			
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
Target				2 or less	3 or less	55	
	12						
	13						
	14						
	15						
Average							
Target				2 or less	3 or less	60	
	16						
	17						
	18						
	19						
	20						
Average							
Target				2 or less	3 or less	65	
	21						
	22						
	23						
	24						
	25						
Average							
Target				2 or less	3 or less	70	
	26						
	27						
	28						
	29						
	30						
Average							
Target				2 or less	3 or less	75	
	31						
	32						
	33						
	34						
	35						
Average							

Corrective Reading Decoding: B1 (Lessons 36-60)

Free Reading Time	Lesson Number	Date	Lesson How Long?	Errors First Reading	Errors Timed Reading	Words read in 1 min	Comments (e.g. difficulties, reading breakthroughs)
Target				**2 or less**	**3 or less**	**80**	
	36						
	37						
	38						
	39						
	40						
Average							
Target				**2 or less**	**3 or less**	**85**	
	41						
	42						
	43						
	44						
	45						
	46						
	47						
	48						
	49						
	50						
	51						
	52						
	53						
	54						
Average							
Target				**2 or less**	**3 or less**	**90**	
	55						
	56						
	57						
	58						
	59						
	60						
	61						
	62						
	63						
	64						
	65						
Average							

Small reward every 10th lesson e.g. KitKat. Tape record some reading on 35th and 65th lesson

Free Reading is a stimulus to encourage free reading every night. It's to help put into general practice that which they're learning in their reading lessons. So, record how many minutes each day the child is reading at home (other than homework or the program). The Average is a separate row to Target. Average is calculated for each column to see how the child is doing over 10 lessons, compared to the Target. Was he above it? Below it? Is there a problem in the teaching? You calculate average errors in First Reading, average lesson time, average errors in Second Reading, and average reading rate. The new target every ten lessons is set by the program.

Corrective Reading Decoding: B2 (Lessons 1-35)

Free Reading Time	Lesson Number	Date	Lesson How Long?	Errors First Reading	Errors Timed Reading	Words read in 1 min	Comments (e.g. difficulties, reading breakthroughs)
Target				**2 or less**	**3 or less**	**90**	
	1			██████	██████		
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
Target				**2 or less**	**3 or less**	**95**	
	11						
	12						
	13						
	14						
	15						
	16						
	17						
	18						
	19						
	20						
Target				**2 or less**	**3 or less**	**100**	
	21						
	22						
	23						
	24						
	25						
	26						
	27						
	28						
	29						
	30						
Average							
Target				**2 or less**	**3 or less**	**105**	
	31						
	32						
	33						
	34						
	35						
Average							

Small reward every 10th lesson e.g. KitKat. Tape record some reading on 1st and 35th lesson.

Corrective Reading Decoding: B2 (Lessons 36-65)

Free Reading Time	Lesson Number	Date	Lesson How Long?	Errors First Reading	Timed Reading	Words read in 1 min	Comments (e.g. difficulties, reading breakthroughs)
Target				**2 or less**	**3 or less**	**105**	
	36						
	37						
	38						
	39						
	40						
Target				**2 or less**	**3 or less**	**110**	
	41						
	42						
	43						
	44						
	45						
	46						
	47						
	48						
	49						
	50						
Target				**2 or less**	**3 or less**	**115**	
	51						
	52						
	53						
	54						
	55						
	56						
	57						
	58						
	59						
	60						
Average							
Target				**2 or less**	**3 or less**	**120**	
	61						
	62						
	63						
	64						
	65						
Average							

Small reward every 10th lesson e.g. Kit Kat. Tape record some story reading on the last lesson and compare reading to earlier tapes.

Free Reading is a stimulus to encourage free reading every night. It's to help put into general practice that which they're learning in their reading lessons. So, record how many minutes each day the child is reading at home (other than homework or the program). The Average is a separate row to Target. Average is calculated for each column to see how the child is doing over 10 lessons, compared to the Target. Was he above it? Below it? Is there a problem in the teaching? You calculate average errors in First Reading, average lesson time, average errors in Second Reading, and average reading rate. The new target every ten lessons is set by the program.

Corrective Reading Decoding: Level C1 (Lessons 1-30)

Free Reading Time	Lesson Number	Date	Lesson How Long?	Errors in Story Reading	Errors in Timed Reading	Words read in 2 min	Comments (e.g. difficulties, reading breakthroughs)
Target				12	4 or less	200	
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
Average							
Target					4 or less	220	
	11						
	12						
	13						
	14						
	15						
	16						
	17						
	18						
	19						
	20						
Ave							
Target					5 or less	240	
	21						
	22						
	23						
	24						
	25						
	26						
	27						
	28						
	29						
	30						
Ave							

Corrective Reading Decoding: Level C1 (Lessons 31-60)

Free Reading Time	Lesson Number	Date	Lesson How Long?	Errors in Story Reading	Errors in Timed Reading	Words read in 2 min	Comments (e.g. difficulties, reading breakthroughs)
Target				**12**	**5 or less**	**240**	
	31						
	32						
	33						
	34						
	35						
	36						
	37						
	38						
	39						
	40						
Average							
Target					**5 or less**	**240**	
	41						
	42						
	43						
	44						
	45						
	46						
	47						
	48						
	49						
	40						
Average							
Target					**5 or less**	**240**	
	51						
	52						
	53						
	54						
Big Target					**10 or less**	**5 min**	
	55						
	56						
	57						
	58						
	59						
Big Target					**10 or less**	**5 min**	
	60						
Average							

Corrective Reading Decoding: Level C2 (Lessons 61-95)

Free Reading Time	Lesson Number	Date	Lesson How Long?	Errors in Story Reading	Errors in Timed Reading	Words read in 2 min	Comments (e.g. difficulties, reading breakthroughs)
Target				**12**	**5 or less**	**260**	
	61						
	62						
	63						
	64						
Target					**10 or less**	**5 min**	
	65						
	66						
	67						
	68						
	69						
Target					**10 or less**	**5 min**	
	70						
	71						
	72						
	73						
	74						
Target					**10 or less**	**5 min**	
	75						
	76						
	77						
	78						
	79						
Target					**10 or less**	**5 min**	
	80						
	81						
	82						
	83						
	84						
Target					**10 or less**	**5 min**	
	85						
	86						
	87						
	88						
	89						
Target					**10 or less**	**5 min**	
	90						
	91						
	92						
	93						
	94						
Target					**10 or less**	**5 min**	
	95						

Corrective Reading Decoding: Level C2 (Lessons 95-125)

Free Reading Time	Lesson Number	Date	Lesson How Long?	Errors in Story Reading	Errors in Timed Reading	Words read in 2 min	Comments (e.g. difficulties, reading breakthroughs)
Target				**12**	**5 or less**	**260**	
	96						
	97						
	98						
	99						
Target					**10 or less**	**5 min**	
	100						
	101						
	102						
	103						
	104						
Target					**10 or less**	**5 min**	
	105						
	106						
	107						
	108						
	109						
Target					**10 or less**	**5 min**	
	110						
	111						
	112						
	113						
	114						
Target					**10 or less**	**5 min**	
	115						
	116						
	117						
	118						
	119						
Target					**10 or less**	**5 min**	
	120						
	121						
	122						
	123						
	124						
Target					**10 or less**	**5 min**	
	125						

<u>Corrective Reading Decoding: Parent Tasks</u>:

1. Read the instructions about how the program is designed and how to present the program
2. Read Lesson 1 several times until you are reasonably confident about presenting it smoothly
3. Present Lesson 1 several times to your partner during the week, trying to present it smoothly
4. Do not present Lesson 1 to your child during this week
5. List any questions you have for the next session

Issues in Helping Parents with the Program

1. Discuss the importance of: sticking to the scripts, 5 lessons/week
2. Discuss the points system and whether it's required in this situation - usually only necessary if the child is reluctant
3. Indicate which segments are unnecessary in 1:1 format, because they were designed to facilitate group instruction
4. Demonstrate importance of doing "endings buildup" correctly. That is, use a format that is erasable - whiteboard, blackboard, overhead transparency overlaid on a paper page (not ink on a page - the erasure of part of a word is important to direct attention to the similarities between different words
5. Discuss and practise Correction Procedures
6. Note the need to instantly correct all errors, not delaying until student self-corrects
7. Note the requirement to return to the first word in a line, column or sentence following an error. Discuss "repeat until firm"
8. Indicate that discomfort is normal for the new presenters (even teachers need 20 lessons to feel comfortable)
9. Determine whether signals are necessary - usually based upon whether a child is inclined to respond too slowly
10. Discuss the importance of reasonably rapid pacing
11. Give some rationale for the focus on sound combinations, especially in the middle of words - explain how they are the last skills to develop
12. Discuss "Reading Checkouts" and particularly the timed checkout that does not appear during Lesson 1
13. Show parents the Corrective Reading Program RMIT sheet that enables them to maintain records of progress for discussion with parents during monitoring
14. Discuss the mid and end-of-program Mastery Tests

Corrective Reading program: Parent Information:

- Read the instructions about how the program is designed and how to present the program
- Read Lesson 1 several times until you are reasonably confident about presenting it smoothly
- Present Lesson 1 several times to your partner during the week, trying to present it smoothly
- Do not present Lesson 1 to your child during this week
- List any questions you have for the next session
- Remember the importance of: sticking to the scripts every lesson
- Discuss the points system and whether it's required in this situation - usually only necessary if the child is reluctant
- Note which segments are unnecessary in 1:1 format, because they were designed to facilitate group instruction
- Remember importance of doing "endings buildup" correctly. That is, use a format that is erasable - whiteboard, blackboard, overhead transparency overlaid on a paper page (not ink on a page - the erasure of part of a word is important to direct attention to the similarities between different words
- Remember to practise the Correction Procedures
- Remember the need to instantly correct all errors, not waiting for your child to self-correct
- Note the requirement to return to the first word in a line, column or sentence following an error. Remember to "repeat until firm"
- Remember that discomfort is normal for the new presenters (even teachers need 20 lessons to feel comfortable)
- Decide whether signals are necessary - usually based upon whether a child is inclined to respond too slowly
- Remember the importance of reasonably rapid pacing of lessons
- Remember the rationale for the focus on sound combinations, especially in the middle of words - explain how they are the last skills to develop
- Remember the "Reading Checkouts" and particularly the timed checkout.
- Fill in the Corrective Reading Program RMIT sheet that enables you to maintain records of progress for discussion with clinician during the program
- Don't forget the mid and end-of-program Mastery Tests

Parent Sheet *Corrective Reading Comprehension A*

Lesson Number	Date	Lesson length	Workbook errors	Points	Comments (e.g. segments that cause difficulties, problems with the program features, any breakthroughs)
A					
B					
C					
D					
E					
FG1					
1					
2					
3					
4					
5					
FG2					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
FG3					
16					
17					
18					
19					
20 IPT1					
21					
22					
23					
24					
25					
FG4					
26					
27					
28					
29					
30 IPT2					
Mast test					

Parent Sheet *Corrective Reading Comprehension A*

Lesson Number	Date	Lesson length	Workbook errors	Points	Comments (e.g. segments that cause difficulties, problems with the program features, any breakthroughs)
31					
32					
33					
34					
35					
FG5					
36					
37					
38					
39					
40 IPT3					
41					
42					
43					
44					
45					
FG6					
46					
47					
48					
49					
50 IPT4					
51					
52					
53					
54					
55					
FG7					
56					
57					
58					
59					
60 IPT5					
Mast Test					

Parent Sheet *Corrective Reading Comprehension B1*

Lesson Number	Date	Lesson length	Workbook errors	Points	Comments (e.g. segments that cause difficulties, problems with the program features, any breakthroughs)
1					
2					
3					
4					
5					
FG1					
6					
7					
8					
9					
10					
FG2					
11					
12					
13					
14					
15					
FG3					
16					
17					
18					
19					
20					
FG4					
21					
22					
23					
24					
25					
FG5					
26					
27					
28					
29					
30					
FG6					
Mast test					

Parent Sheet *Corrective Reading Comprehension B1*

Lesson Number	Date	Lesson length	Workbook errors	Points	Comments (e.g. segments that cause difficulties, problems with the program features, any breakthroughs)
31					
32					
33					
34					
35					
FG7					
36					
37					
38					
39					
40					
FG8					
41					
42					
43					
44					
45					
FG9					
46					
47					
48					
49					
50					
FG10					
51					
52					
53					
54					
55					
FG11					
56					
57					
58					
59					
60					
FG12					
Mast Test					

Parent Sheet *Corrective Reading Comprehension B2*

Lesson Number	Date	Lesson length	Workbook errors	Points	Comments (e.g. segments that cause difficulties, problems with the program features, any breakthroughs)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
FG1					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
FG2					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
FG3					
31					
32					
33					
34					
35					
Mast test					

Parent Sheet *Corrective Reading Comprehension B2*

Lesson Number	Date	Lesson length	Workbook errors	Points	Comments (e.g. segments that cause difficulties, problems with the program features, any breakthroughs)
36					
37					
38					
39					
40					
FG4					
41					
42					
43					
44					
45					
46					
47					
48					
49					
50					
FG5					
51					
52					
53					
54					
55					
56					
57					
58					
59					
60					
FG6					
61					
62					
63					
64					
65					
FG7					
Mast test					

Spelling Mastery Program

Free Reading Time	Lesson Number	Date	Lesson Time	Errors	Test Score	Comments (e.g. difficulties with specific words)
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					
	16					
	17					
	18					
	19					
	20					
	21					
	22					
	23					
	24					
	25					
	26					
	27					
	28					
	29					
	30					
	31					
	32					
	33					
	34					
	35					
	36					
	37					
	38					
	39					
	40					
	41					
	42					
	43					
	44					

Free Reading Time	Lesson Number	Date	Lesson Time	Errors	Test Score	Comments (e.g. difficulties with specific words)
	45					
	46					
	47					
	48					
	49					
	50					
	51					
	52					
	53					
	54					
	55					
	56					
	57					
	58					
	59					
	60					
	61					
	62					
	63					
	64					
	65					
	66					
	67					
	68					
	69					
	70					
	71					
	72					
	73					
	74					
	75					
	76					
	77					
	78					
	79					
	80					
	81					
	82					
	83					
	84					
	85					
	86					
	87					
	88					
	89					
	90					
	91					
	92					

Free Reading Time	Lesson Number	Date	Lesson Time	Errors	Test Score	Comments (e.g. difficulties with specific words)
	93					
	94					
	95					
	96					
	97					
	98					
	99					
	100					
	101					
	102					
	103					
	104					
	105					
	106					
	107					
	108					
	109					
	110					
	111					
	112					
	113					
	114					
	115					
	116					
	117					
	118					
	119					
	120					
	121					
	122					
	123					
	124					
	125					
	126					
	127					
	128					
	129					
	130					
	131					
	133					
	134					
	135					
	136					
	137					
	138					
	139					
	140					

Increasing the amount of reading done at home helps to consolidate the skills learned in the CRP

Book title	Date	Words read	Time taken	Reading heard?	Comments: types of errors, speed, expression.

Tape record some reading every 3 months, and compare the speed, accuracy, fluency, expression, comprehension.

Repeated Reading Program
Dr Kerry Hempenstall

Repeated reading is a method of improving reading rate and accuracy. When students read very slowly, their understanding of what they read is greatly impaired. Though speed is partly dependent on the development of decoding skills, it can nevertheless be improved with practice devoted to timed reading, and reading rate certainly needs particular attention when it is very slow. For example, an average Year 2 student is expected to be able to read grade level text at about 80-100 wpm with 95% accuracy.

Repeated reading also helps children to further understand the phrasing of the text. Additionally, repeated reading leads to increased comprehension of the selected text as a result of multiple exposures to it. This increased comprehension also transfers to new text when the stories are at a similar reading level and assuming accuracy and speed have also increased. Being asked to read the same passage several times is not a punishment strategy or a sign of lack of progress - but a strategy that helps students. It is important that this be explained to students commencing the program.

The student reads a selected passage of 100-300 words (unassisted), aiming for a first-reading word accuracy of at least 85%, i,e., no more than 15 errors in 100 words. The parent marks the errors on a sheet of paper and corrects the errors as they occur. If there are more than 15 errors in the first 100 words, the story is too difficult, and another easier text should be selected.

Having established that the story is within this error limit, the parent reads the passage out loud at a normal reading pace to the student, using expression while reading.

The student then reads the passage out-loud at a rate that is comfortable, while the parent (sitting next to the student) marks errors as before, but this time does not interrupt or correct. Using a stop watch, the parent times the first minute of reading, making a note on their chart of how many words were read in that minute and how many errors occurred up to that point. The student continues to read until the end of the passage no longer timed but with errors being silently noted. It is helpful if the noting of errors is not obvious to the student. The parent then points out the errors while also providing the correct words. Then the parent has the student practise the words until he is able to read accurately the sentences in which any error had occurred.

The student repeats the reading of the whole passage up to 3 times in the session – aiming to achieve a 20% speed improvement over the first minute's reading at an improved accuracy of 95% (i.e., no more than 5 errors in the first 100 words). So if the first reading was 40 wpm the new goal is 48 wpm. If it was 50 wpm then the new goal is 60wpm. Students reading below 45 wpm sometimes use assisted repeated reading by reading along with their parent or listening while reading to an audiotape of the passage that the parent has previously made).

If the criterion is achieved within the 3 tries, a new passage can be selected for the next session. If not, the next session commences with the parent reading yesterday's passage, followed by up to 3 attempts by the student to achieve the criterion. If the criterion has not been reached, contact the Clinic for advice.

The program should be scheduled for 5 sessions per week of about 5-10 minutes, depending upon how many readings are necessary. Records are kept on the forms provided by the Clinic, and form the basis for the discussion with the case supervisor each week. This enables progress to be evident, and any stalling of progress to be addressed quickly. Any *tricky words* – those occurring several times should be noted so as to detect decoding error patterns that can be remedied.

Book title	Date	Errors Ist reading	Time taken	Errors 2nd reading	Errors 3rd reading	Errors 4th reading

Repeated Reading in the Corrective Reading program

Kerry Hempenstall

> *"...**repeated reading** and other procedures that have students reading passages orally multiple times while receiving guidance or feedback from peers, parents, or teachers are effective in improving a variety of reading skills...These procedures help improve students' reading ability, at least through grade 5, and they help improve the reading of students with learning problems much later than this. ...(And they) tended to improve word recognition, fluency (speed and accuracy of oral reading), and comprehension with most groups" (National Reading Panel, 2000, pp. 3-20; 3-28).*
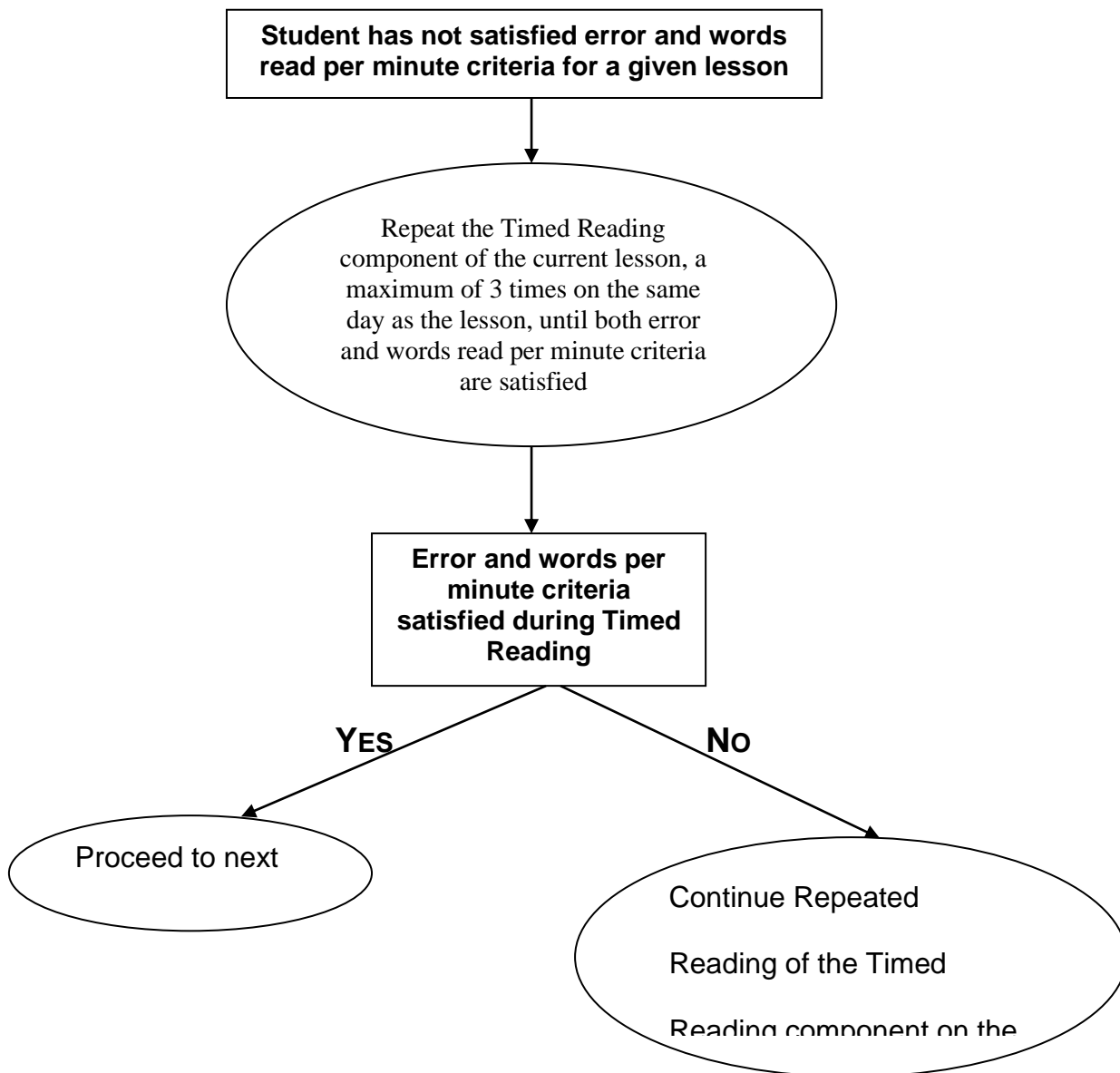
Repeated reading is a method of improving reading rate and accuracy. When students read very slowly, their understanding of what they read is greatly impaired. Though speed is partly dependent on the development of decoding skills, it can nevertheless be improved with practice devoted to timed reading, and reading rate certainly needs particular attention when it is very slow. For example, an average Year 2 student is expected to be able to read grade level text at about 80-100 wpm with 95% accuracy.
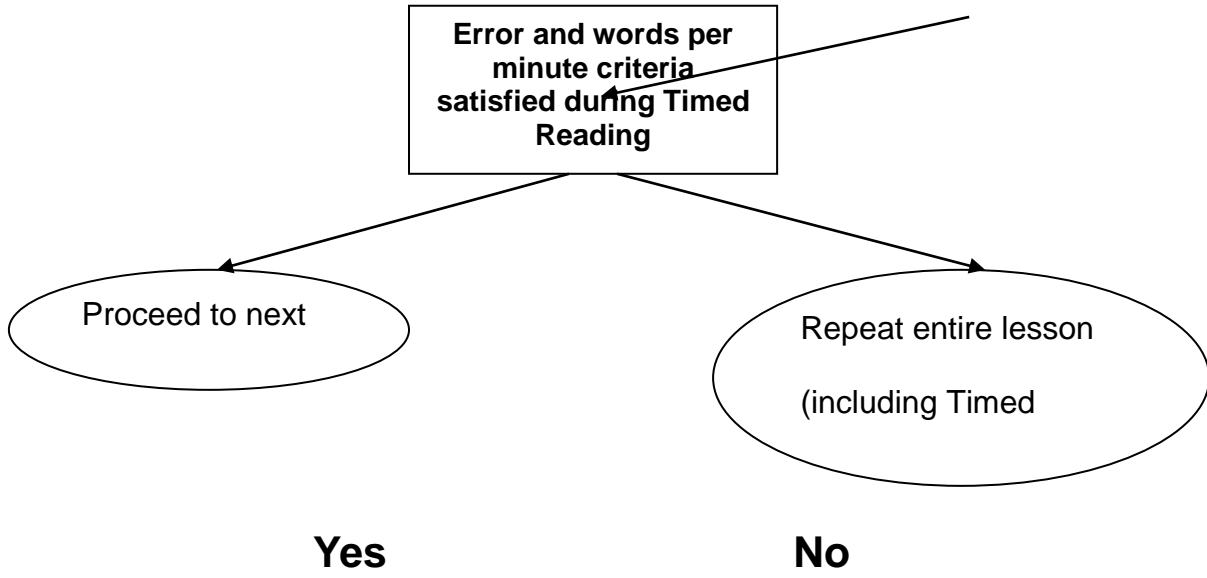
Repeated reading also helps children to further understand the phrasing of the text. Additionally, repeated reading leads to increased comprehension of the selected text as a result of multiple exposures to it. This increased comprehension also transfers to new text when the stories are at a similar reading level and assuming accuracy and speed have also increased. Being asked to read the same passage several times is not a punishment strategy or a sign of lack of progress - but a strategy that helps students. It is important that this be explained to students commencing the program.

Repeated Reading Program Rules 📖

INSTRUCTIONS: **Conduct the Corrective Reading Program lesson as per usual. If the student has not read the required number of words per minute and/or has surpassed the permissible number of errors for the lesson, implement Repeated Reading, following the rules specified below:**

Student has not satisfied error and words read per minute criteria for a given lesson

Repeat the Timed Reading component of the current lesson, a maximum of 3 times on the same day as the lesson, until both error and words read per minute criteria are satisfied

Error and words per minute criteria satisfied during Timed Reading

YES

NO

Proceed to next

Continue Repeated

Reading of the Timed

Reading component on the

Error and words per minute criteria satisfied during Timed Reading

Proceed to next

Repeat entire lesson

(including Timed

Yes   **No**

Corrective Reading program Tutor Monitoring Form   *Date*

		Comments
Parent displays evidence of having read and practised the script ahead of time.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent gets into the lesson quickly (without unnecessary discussion or rehearsal), and maintains an undistracted task focus.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent follows the script closely, and adjusts as needed when the script applies only to a group instruction.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent uses praise when the child follows the rules, and when the child performs especially well. For example, when he is sitting properly, does a difficult exercise with no mistakes, responds well to error correction, tries harder than during the last exercise, etc.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent does all of the exercises.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
If the point system is being used, parent assigns points quickly and appropriately.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
When signals such as clapping are required, parent claps in time and at a reasonable pace.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	

Parent moves at a brisk - but not too fast - pace.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent ensures child remains alert. For example, by praising desirable behavior. "You're answering quickly, I like that".	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent good humouredly challenges the child. For example, "I know you really can do it. I bet you can do these 5 rows without even one mistake."	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent ensures child can see the book when necessary. For example, not blocking the words with parent's own hand.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent follows the "Pause" instruction in the manual. For example, "I'm going to name some things that are (pause) DIFFERENT."	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent responds if a rule is broken during the lesson, reminding the child. "I need to hear you say the word clearly with your hand away from your mouth. Now let's do that row again." And later on, "I like the way you're saying the word so clearly."	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent attends to the "Repeat until firm" instruction. If the child makes a weak response, the parent does the task again, making sure he is FIRM before going on.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	

Parent makes use of delayed tests to check-on and to firm-up items that were weak earlier. "Let's do those *ain* words again. They're hard. But we can do it."	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent employs the designated "Error Correction" procedure.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent corrects every error immediately, not waiting for the child to self-correct.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent does the corrections quickly and with good humour - without any signs of frustration.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent able to present the tasks without sounding-out errors	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	
Parent puts some vim, vigor and enthusiasm into their presentation.	1 – consistently done well 2 – mostly done well 3 – uneven 4 – mostly not happening 0 – not applicable	

Book title	Date	Errors Ist reading	Time taken	Errors 2nd reading	Errors 3rd reading	Errors 4th reading