



Using Corrective Reading to Teach Fluency, Decoding, Word Identification, and Vocabulary

Objective: To teach students reading fluency

Setting and Materials:

Settings: special education classrooms (resource, self-contained)

Materials: *(indicate all materials needed to teach LP)*

Content Taught

Corrective Reading is an intensive, Direct Instruction program designed for students who are reading below grade level, grades 3 through adulthood. Lessons are carefully planned and tightly sequenced to provide the structure necessary for students to become fluent readers [McGraw Hill Education Corrective Reading](#)® has been used to teach:

- Reading Fluency (Drakeford, 2002; Lingo, Slaton, & Jolivette, 2006)

Teaching Procedures (based on the Direct Instruction program)

1. Teacher input: provide students with basic [word attack skills](#)
2. Teacher input: guide students to blend/read more complex [sound combinations](#) and words
3. Guided practice: students apply word attack and blending skills to [passages](#) that increase in length and complexity
4. Independent practice: students apply word attack and blending skills to [passages](#) that increase in length and complexity

Evaluation

Student outcomes will be measured using permanent products produced through independent practice. Progress monitoring will ensure that students are reading more words per minute as they progress through lessons. Error correction/boosters can be provided during teacher input/guided practice activities.

Lesson Plan Based on:

Drakeford, W. (2002). The impact of an intensive program to increase the literacy skills of youth confined to juvenile corrections. *Journal of Correctional Education*, 53, 139-144.

Lingo, A. S., Slaton, D. B., & Jolivette, K. (2006). Effects of Corrective Reading on the reading abilities and classroom behaviors of middle school students with reading deficits and challenging behavior. *Behavioral Disorders, 31*, 265-283.

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