



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

### **What is the evidence base?**

- This is a research-based practice for 13 students with disabilities (ED, LD) based on two methodologically sound single-case studies across
  - 1 student with LD
  - 4 students with OHI
  - 2 students with EBD
  - 6 students with disabilities not specified

### **Where is the best place to find out how to do this practice?**

The best place to find out how to implement Corrective Reading is through the following research to practice lesson plan starters:

- [Using Corrective Reading to Teach Fluency, Decoding, Word Identification, and Vocabulary \(Drakeford, 2002; Lingo, Slaton, & Jolivette, 2006\)](#)

### **With whom was it implemented?**

- Students with
  - Disabilities (two single case studies; n=13)
- Ages ranged from 16 - 21
- Male (n=12); Female (n=1)
- Ethnicity
  - African American (n=12)
  - Hispanic (n=1)

### **What is the practice?**

Corrective Reading is an intensive, Direct Instruction program designed for students who are reading below grade level, grades three 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)

### **Where has it been implemented?**

- Special education resource classroom (2 studies)

## How does this practice relate to Common Core Standards?

- [CCSS.ELA-Literacy.RL 9-10.2](#) - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- [CCSS.ELA-Literacy.RI 9-10.2](#) - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

## How does this practice relate to the Common Career Technical Core?

- Career Ready Practices
  2. Apply appropriate academic and technical skills.
  7. Employ valid and reliable research strategies.
  8. Utilize critical thinking to make sense of problems and persevere in solving them.
- Design/Pre-construction Career Pathway (AC-DES)
  2. Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
- Restaurants & Food/ Beverage Services Career Pathway (HT-RFB)
  10. Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities

## References used to establish this evidence base:

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., & Jolivet, 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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