



Grades 3 and up

MTSS: Tier 2 and Tier 3
Decoding and Comprehension

Program Overview

Powerful intervention proven
to close achievement gaps



SRA
CORRECTIVE
READING

Trusted by Educators to Drive Powerful Results

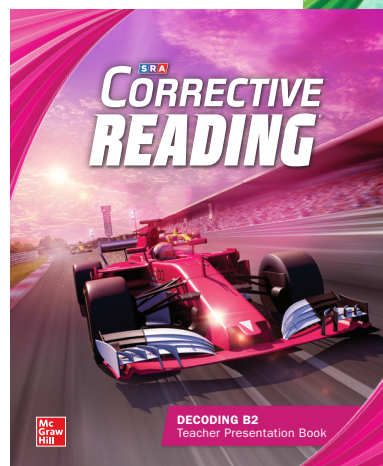
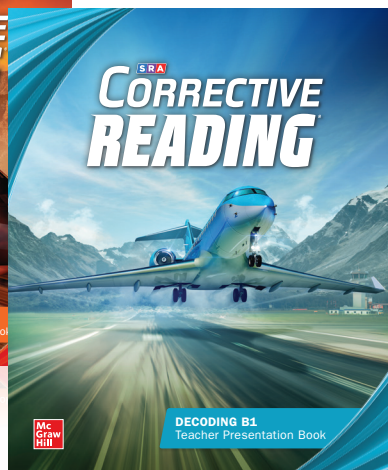
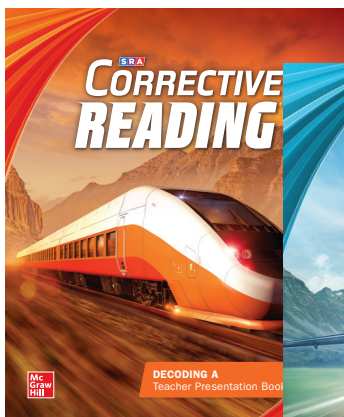
Time-tested and research-proven intervention, *Corrective Reading*®:

- Is built on the Direct Instruction approach, supported by more than five decades of research and validated in 28 peer-reviewed studies.
- Has been extensively field-tested and proven to deliver up to five times the average growth in one year, transforming learning outcomes for students across grade levels, socioeconomic backgrounds, and ethnic groups.
- Prioritizes a mastery-focused design for a sustainable path to long-term student progress.

Corrective Reading is backed by research from the National Reading Panel and READING NEXT, which champion direct, explicit, and comprehensive instruction to improve reading skills.

“If I can sum it up in just one word it would be confidence. Our students are volunteering to read aloud... They’re articulating and they’re reading with fluency and comprehension. And this goes beyond our ELA classrooms. Their skills have transferred to other subjects—like history and science and even math when they’re working on word problems.”

Dr. Richard-Jones, Ed.D., Literacy Coach, Auburndale High School



A Proven, Sustainable Path to Literacy

Our unique approach is grounded in authentic Direct Instruction pedagogy, aligned with the Science of Literacy, and proven by Project Follow Through, the largest educational study ever conducted, to help you:



Accelerate Learning

Leverage a mastery-focused design to close literacy gaps, accelerate student achievement, and ensure lasting progress. *Corrective Reading*[®] prioritizes targeted instruction and systematic skill-building to boost confidence and unlock sustainable learning growth.



Simplify Instruction

Streamline lesson delivery and save valuable planning time with ready-to-use, field-tested lessons. Proven effective in real classrooms, the program integrates explicit teaching routines, corrective feedback, and scaffolding to maximize instructional impact.



Elevate Students, Teachers, and Schools

Inspire students, empower educators, and strengthen schools. *Corrective Reading* equips teachers to help students build critical thinking and analytical skills, ultimately delivering measurable improvements across diverse educational settings.



Scan to learn more about
Corrective Reading



Accelerate Learning

Prioritizing Mastery, Building Confidence

Corrective Reading® accelerates learning with a proven formula of 80% review to 20% new material. This mastery-driven design enables students to solidify and reinforce existing knowledge before building on it. The program:

- Supports a diverse range of students, including non-readers, students reading below grade level, multilingual learners (MLLs), and students with special needs.
- Breaks complex tasks down into manageable components to ensure students can effectively balance cognitive load and master each skill in logical progression.
- Leverages integrated assessments and cumulative reviews to monitor student progress and adjust instruction.
- Supports mastery with a sequential scope and sequence that drives rapid skill acquisition and lasting growth.

“I love the fact that there’s no guesswork... so you don’t have to have a planning session on what you’re going to teach next week. It’s based on a scientific process; it marries well with our core curriculum; and our students know exactly what to expect. It just checks every box that we need.”

**Principal Shannon Brown,
Davenport Elementary**

Simplify Instruction

Teacher-Friendly, Student-Ready Instructional Routines

To correct a sound:

- Teacher:** (Say the correct sound:) **lll**.
- Teacher:** What sound? (Signal.)
Student: *lll*.
- Teacher:** Listen: **lf**. Say it. (Signal.)
Student: *lf*.
- Teacher:** (Repeat step 4.)

Systematic and explicit teaching, modeling, guided practice, and corrective feedback ensure consistent pacing, and a predictable lesson structure empowers students to anticipate what is coming next—boosting participation and engagement.

Lesson 16

Individual Turns

1. If call on individual students to read words. (Continue Display 16.02)

Student Book

Exercise 3

Sound Combination: ee as EEE

1. Open your Student Book to Lesson 16.

Word Reading: Underlined Sounds

1. Touch part 2 in your Student Book.

Exercise 4

Word Reading: Underlined Sounds

1. Touch part 2 in your Student Book.

Ready-to-use lessons reduce lesson prep time, freeing educators to make the most of every instructional minute as they focus on engaging their students.

Assessment-driven remedy lessons paired with prescribed lessons empower educators of all experience levels to provide equitable, high-quality instruction.

Remedy Lesson 3

Remedy Exercise 3

Remedy Exercise 4

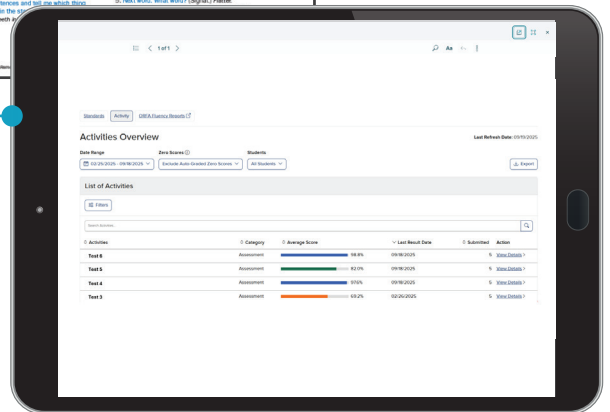
Writing Words without Endings: Some Silent E's

Remedy Exercise 5

Remedy Exercise 6

Remedy Exercise 7

Easy reporting with integrated assessments captures student progress in real-time, enabling immediate instructional remedies without additional planning.



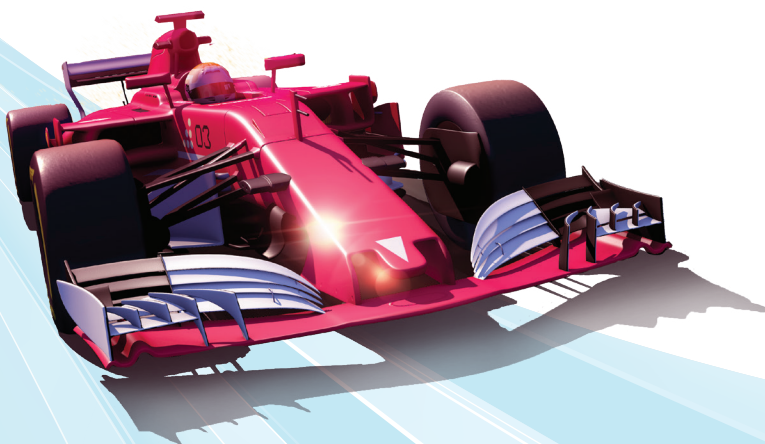
The Corrective Reading[®] Instructional Model

A Comprehensive Approach: Decoding and Comprehension

To become proficient readers, students must be able to decode words fluently and understand them in context. *Corrective Reading* offers two major strands—Decoding and Comprehension—aligned to each of these processes. Designed to be implemented independently or together, both strands include four instructional levels, ensuring targeted support for every student.

Corrective Reading Decoding

Decoding A	Decoding B1	Decoding B2	Decoding C
65 lessons	65 lessons	65 lessons	120 lessons
For students in Grades 3 and up who require intensive instruction in foundational decoding skills, including sound-symbol relationships and basic word reading.	For students in Grades 3 and up who are developing accuracy and consistency with foundational decoding patterns and require structured practice to build automatic word recognition.	For students in Grades 3 and up who demonstrate growing accuracy with foundational skills and are ready to apply decoding strategies to more complex word patterns and multisyllabic words.	For students in Grades 5 and up who demonstrate strong foundational decoding skills and are ready to refine fluency and apply advanced decoding skills to increasingly complex text.
Outcomes: Read at 60 words per minute at about a 2.0 grade level with 98 percent accuracy	Outcomes: Read at 90 words per minute at about a 3.0–3.5 grade level with 98 percent accuracy	Outcomes: Read at 130 words per minute at about a 4.0–4.5 grade level with 98 percent accuracy	Outcomes: Read at 150 words per minute at about a 7.0 grade level with 98 percent accuracy





Corrective Reading® Comprehension

Comprehension A		Comprehension B1		Comprehension B2	Comprehension C
Normal Cycle	Fast Cycle*	Normal Cycle	Fast Cycle*	Normal Cycle	Normal Cycle
65 lessons	30 lessons	60 lessons	35 lessons	65 lessons	140 lessons
<p>For students in Grades 3 and up who are developing foundational thinking skills to support learning and build background knowledge.</p> <p>*Fast Cycle option supports students who need foundational thinking skill development but are ready to progress at a more accelerated pace.</p>		<p>For students in Grades 4 and up who benefit from instruction in skills that support reading content-area texts, learning new information, and responding to written questions involving deductions and rule applications.</p> <p>*Fast Cycle option is designed for students who need support in comprehension and reasoning skills but can progress at a more accelerated pace.</p>		<p>For students in Grades 4 and up who need support in comprehension and reasoning skills to analyze text and apply higher-level thinking. Students learn to draw conclusions, make deductions, and recognize contradictions.</p>	<p>For students in Grades 6 and up who are developing independence in applying thinking skills to analyze arguments, organize and use information, evaluate sources, and communicate ideas clearly.</p>
<p>Outcomes: Apply higher-order thinking skills and expand vocabulary knowledge</p>		<p>Outcomes: Apply comprehension and reasoning skills across subject areas to analyze text, learn new information, and build knowledge, including facts and vocabulary</p>			<p>Outcomes: Apply analytical skills to real-world situations and respond to literal and inferential questions using evidence from text</p>

Scan to learn more about
Corrective Reading



Corrective Reading[®] Decoding

Implementation Options to Fit Your Needs

Corrective Reading Decoding offers both print and digital materials to support diverse learning environments and teaching styles.

Teacher Components

Components	Digital	Print
Teacher Presentation Book	✓	✓
Teacher Guide	✓	✓
Group Displays	✓	
Blackline Enrichment Masters	✓	
Content Connections	✓	✓
Data and Progress Monitoring	✓	
Online Professional Learning	✓	



Teachers receive ALL-LEVEL DIGITAL ACCESS.

Student Components

Components	Digital	Print
Student Book	✓	✓
Workbook		✓
Practice Activities	✓	

Text Selections and Activities Reinforce Critical Reading Skills

Modern, Engaging Selections

Texts use current, clear, inclusive language and enhanced vocabulary instruction, ensuring access for multilingual learners and students who need additional support.



Lesson 8

6 Baseball


The game of baseball is played with two teams. In big league baseball, there are nine innings or more in a game. Each inning starts with the home team in the field and the other team at bat. Nine players are in the field for the fielding team. Only the team that is at bat can score runs, and only one player from the batting team bats at a time. The team that scores more runs wins the game.

To score a run, a batter must go from home plate to first base, then to second base, then to third base, and then back to home plate. A batter does not score if the fielding team gets the batter out or gets three outs before the batter gets back to home plate.

When three batters are out, the teams switch. The fielding team gets a turn to bat, and the batting team goes into the field. An inning ends after the home team is done with its turn at bat.

The two main fielders are the pitcher and the catcher. The pitcher pitches from the mound, and the catcher squats behind home plate.

The pitcher wants to throw pitches that are strikes. If the pitcher throws three strikes on a batter, the batter is out. The batter wants to get on base, and getting a hit is the fastest way to do that. To get a hit, the batter swings the bat to try to hit the ball. Here's a picture showing the pitcher on the mound, a batter, and the catcher:



Some pitchers can throw balls that move very quickly. The faster a ball moves, the less time the batter has to swing at it. The faster pitches tend to be harder to hit.

Hundreds of thousands of big-league pitches are thrown every year. A hard-throwing major-league pitcher can throw a pitch an inning that are 95 mph fastballs. Every now and then a pitcher comes along who can throw a 100 mph fastball. As of 2023, fewer than twenty pitchers had been clocked throwing the ball 103 mph or more. Many of those pitchers played baseball in the US. Some of those pitchers were from Japan and played baseball there.

When the time people started playing baseball, they've been clocked to know how fast pitchers throw. Before 1946, a pitch never been clocked at more than 100 miles per hour. In 1946, a pitch thrown by the all-star Bob Feller was clocked at 101 mph. 28 years after Feller's pitch, one of the best pitchers Nolan Ryan, had a pitch that was clocked at 101 mph. In 2001, major-league baseball began using radar to clock the speed of every pitch. After throwing a pitch, its speed is

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Lesson 60 Information Passage

5 Water in Our Layer of Air

Our planet, Earth, is covered with five main layers of air. In the layer of air in which humans live, water makes clouds, fog, rain, sleet, hail, and snow.

Here's how air makes these things.


Water can be in one of three states—gas, liquid, or solid. People drink water that is in the liquid state. When water is solid, people use it to make snowballs and put ice in drinks to cool them. But when water is a gas, it mixes with the rest of the air we breathe, and we see right through it.

For water and other gases that mix with air, warmer air holds more than colder air. Air tends to be warmer in the daytime when the sun is making things hotter. When the air is hotter, more water turns to gas and mixes with the air.

At night when the sun isn't heating things up, air tends to become cooler. As the air cools, it can no longer hold all the water in the gas state. Some of this water turns back into liquid. Billions of tiny droplets of water form. When a mass of these tiny water droplets forms in the sky, we call it a cloud. When the mass is close to the ground, we call it fog. The big difference between a cloud and fog is how close the mass of tiny water droplets is to the ground.

These very tiny water droplets move around in clouds. If lots of water droplets form close together, they start bumping into each other. When they bump into each other, they join together and form bigger

As the warm air from the base of the cloud rises, it cools. When the air cools, raindrops form. (1) At the bottom of these clouds, warm air is going up. So, instead of falling, these raindrops are carried high into the clouds. (2) The temperature at the top of the cloud is very cold, and the drops freeze. The drops change from rain to sleet and then fall. (3) As the frozen drops go lower in the cloud, rain covers them. (4) When they near the bottom, the rising air carries them high into the cloud again (2). This freezes the outside water layer. This makes the first layer of hailstones. The hailstones fall, adding another layer of liquid water (3). If the hailstones are too small to drop out of the cloud, they will be carried up again (4). This freezes another layer of ice on them (2). The hailstones keep adding layers (3, 4, 2) until the rising warm air can't carry them back up. Then the hailstones fall to the ground (5).



A cloud that can form hailstones

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Real-World Reading

Informational texts build critical thinking and vocabulary while preparing students to read textbooks, news articles, and other real-world texts. These experiences strengthen content-area learning and build the literacy skills needed for college and career readiness.

Interactive Practice Activities

Directly linked to daily lessons, online practice activities offer engaging, interactive review that enables students to apply and strengthen their learning.

Comprehension

Directions

What is the problem for the family in this story?

The problem is that something is eating the melons.

The problem is that the melons are not growing.

The problem is that the cat is getting into the melons.

Willa and her little brother Harry ran to the garden. They could not wait to see if the melons in their garden were ready to eat.

Willa stepped over the fence and then lifted Harry into the garden. "Look!" Willa said. Under the green leaves was a melon! Willa bent down to look closer

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“We have very high-functioning readers and very needy ones. This program is enriching every scholar’s literacy.”

**Principal Carlotta Simonds-Perantoni,
Waits River Valley School**

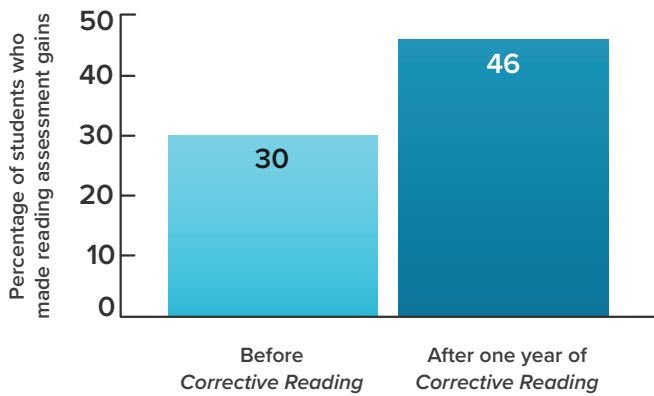
Elevating Students, Teachers, and Schools

Corrective Reading® inspires students, empowers educators, and strengthens schools with a broad array of tools and resources:

- Engaging, age-appropriate materials bolster motivation.
- Collaborative online communities connect educators, peers, and experts so they can exchange strategies and classroom-ready resources.
- Professional learning opportunities—both in person and online—equip teachers with the training and confidence to maximize program effectiveness.
- Schoolwide implementation fosters consistency, drives achievement, and builds a culture of literacy that extends beyond the classroom and into the broader community.

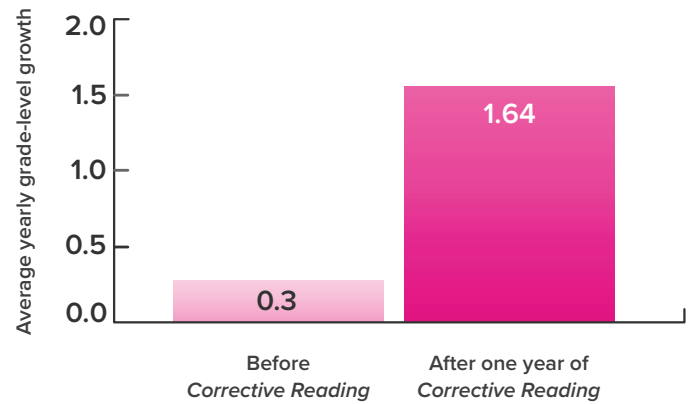
Powerful Literacy Outcomes for Schools

Impact of *Corrective Reading*® on Reading Assessment Gains for the Lowest Quartile of Students



Source: Auburndale High School, Florida

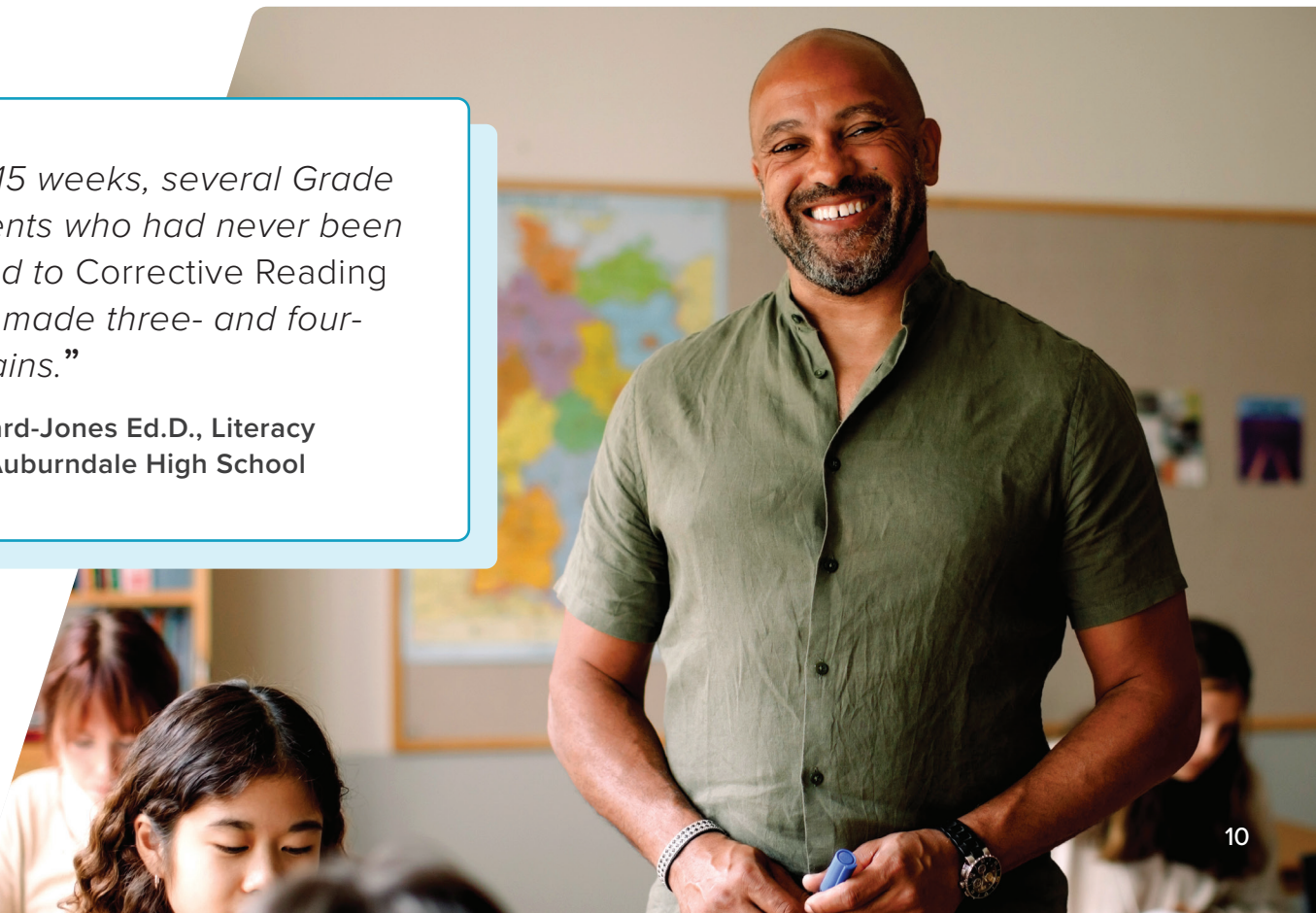
More Than Five Times the Average Yearly Grade-Level Growth*



Source: Blue Mountain Union Elementary, Vermont
**Average yearly growth is expected to equal 1.0 grade level.

“Within 15 weeks, several Grade 9 students who had never been exposed to Corrective Reading before made three- and four-year gains.”

Dr. Richard-Jones Ed.D., Literacy Coach, Auburndale High School



SRA **CORRECTIVE READING[®]**

A Legacy of Reading Achievement

Unlock the proven power of *Corrective Reading*[®]—an evidence-based program built on decades of results in real classrooms and designed to deliver transformative reading outcomes for every student.

Discover more at
mheducation.com/correctivereading

