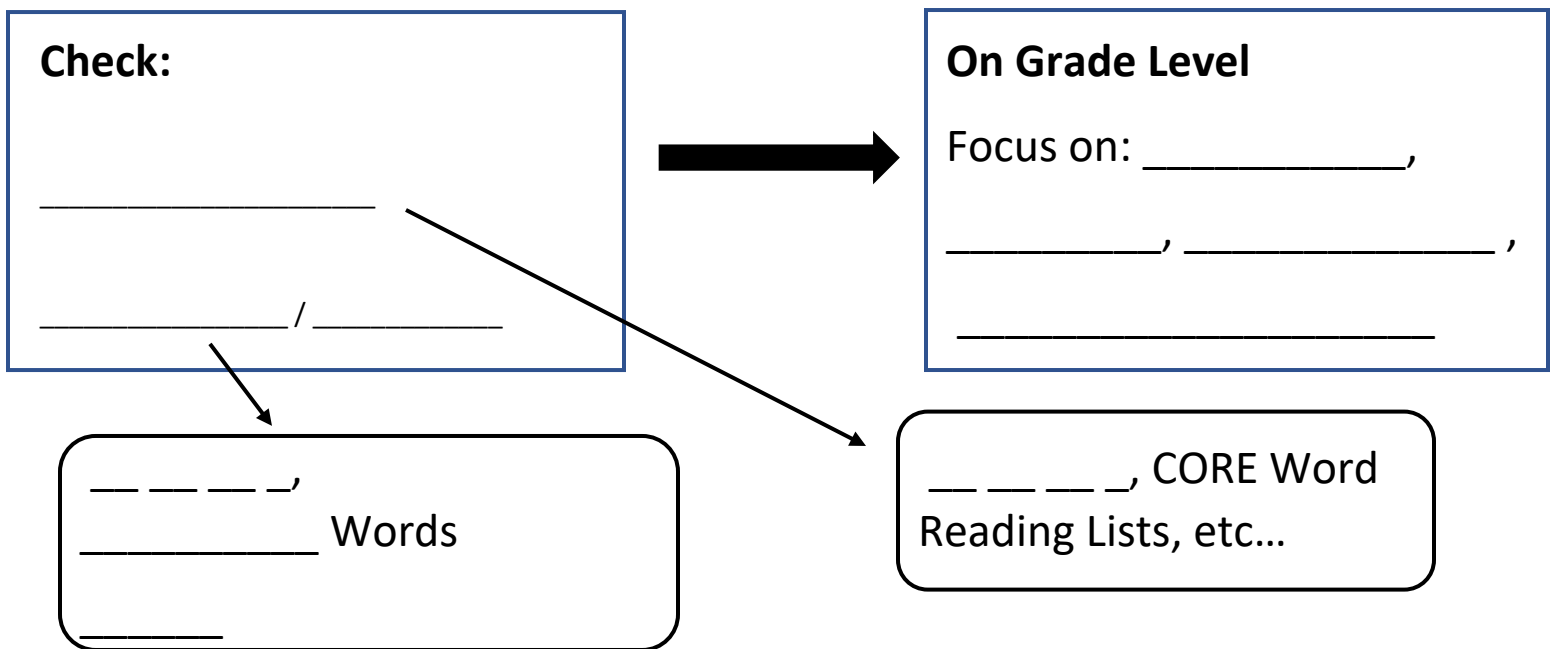
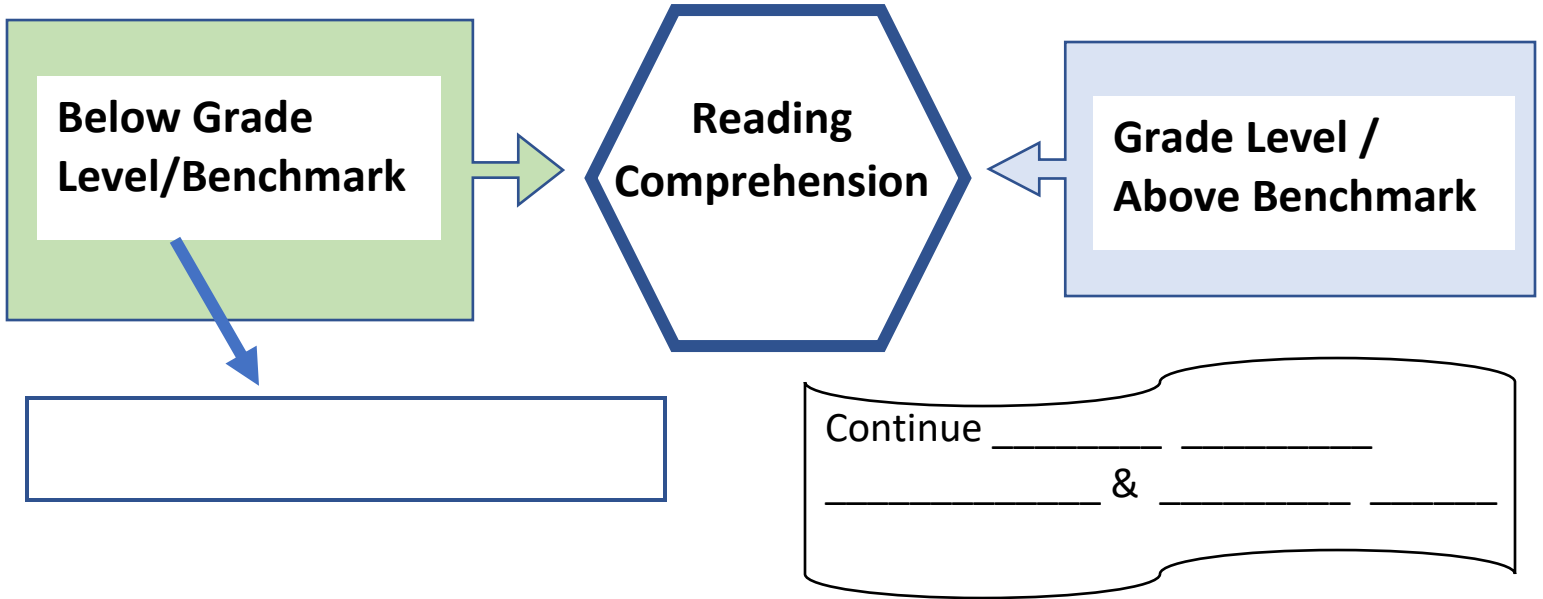


## Targeting Instruction



Low oral reading rate

### **Use Diagnostic Decoding Surveys**

Narrow in on \_\_\_\_\_  
\_\_\_\_\_ for  
\_\_\_\_\_ in  
addition to general  
education instruction.



### **Use direct explicit, instruction through error analysis of patterns**

\_\_\_\_\_ instructional time with  
\_\_\_\_\_ and \_\_\_\_\_ words,  
decoding those \_\_\_\_\_  
\_\_\_\_\_, and \_\_\_\_\_.  
Include Latin, Greek roots/ affixes  
as students grade level increases  
through \_\_\_\_\_

**When phonics is low...**

### **Check Phonological and Phonemic Awareness**

\_\_\_\_\_ Levels through  
\_\_\_\_\_ and  
\_\_\_\_\_.

\_\_\_\_\_ Levels through,  
\_\_\_\_\_, addition and  
substitution of \_\_\_\_\_.



Use \_\_\_\_\_ ,  
\_\_\_\_\_ instruction  
focusing on the \_\_\_\_\_  
developmental sequence

**Phonemic awareness in addition to phonics**

***All reading instruction throughout the elementary grades will include instruction in the 5 components of reading to automaticity with attention to developmental sequences in learning. Plus, teachers will increase the intensity of instruction in the needed components across all teachers working with the student rather than replace a teacher for the needed instruction.***