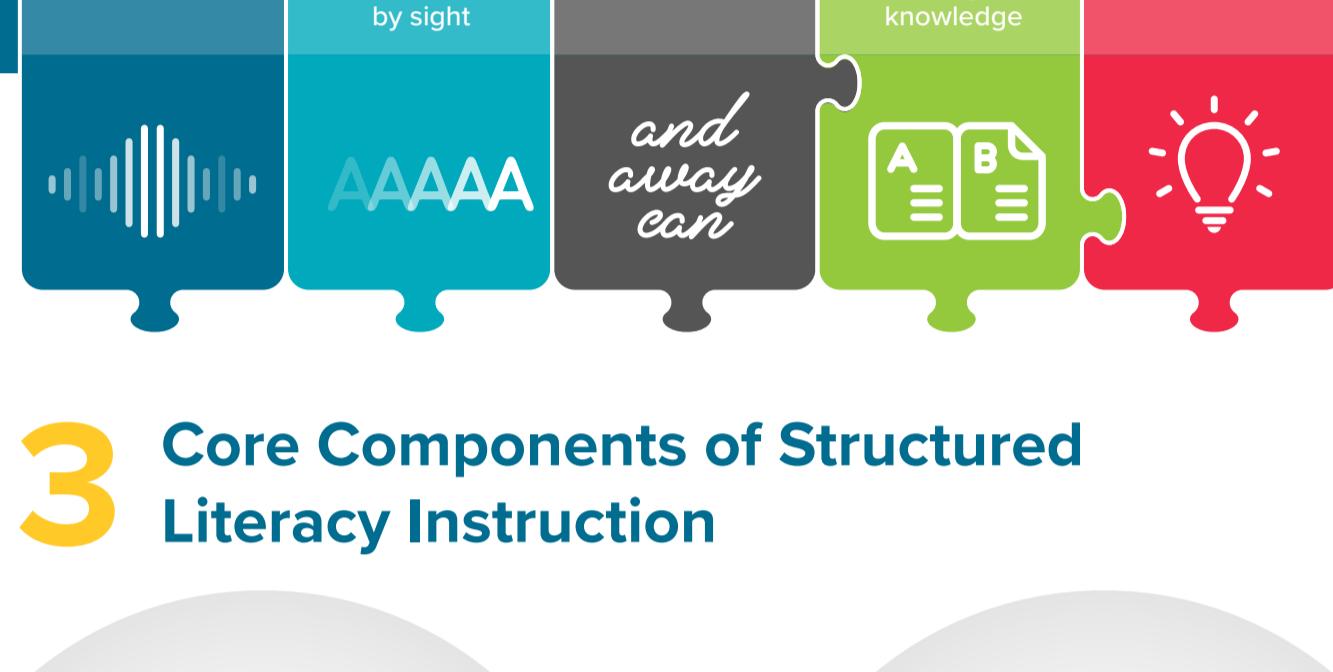


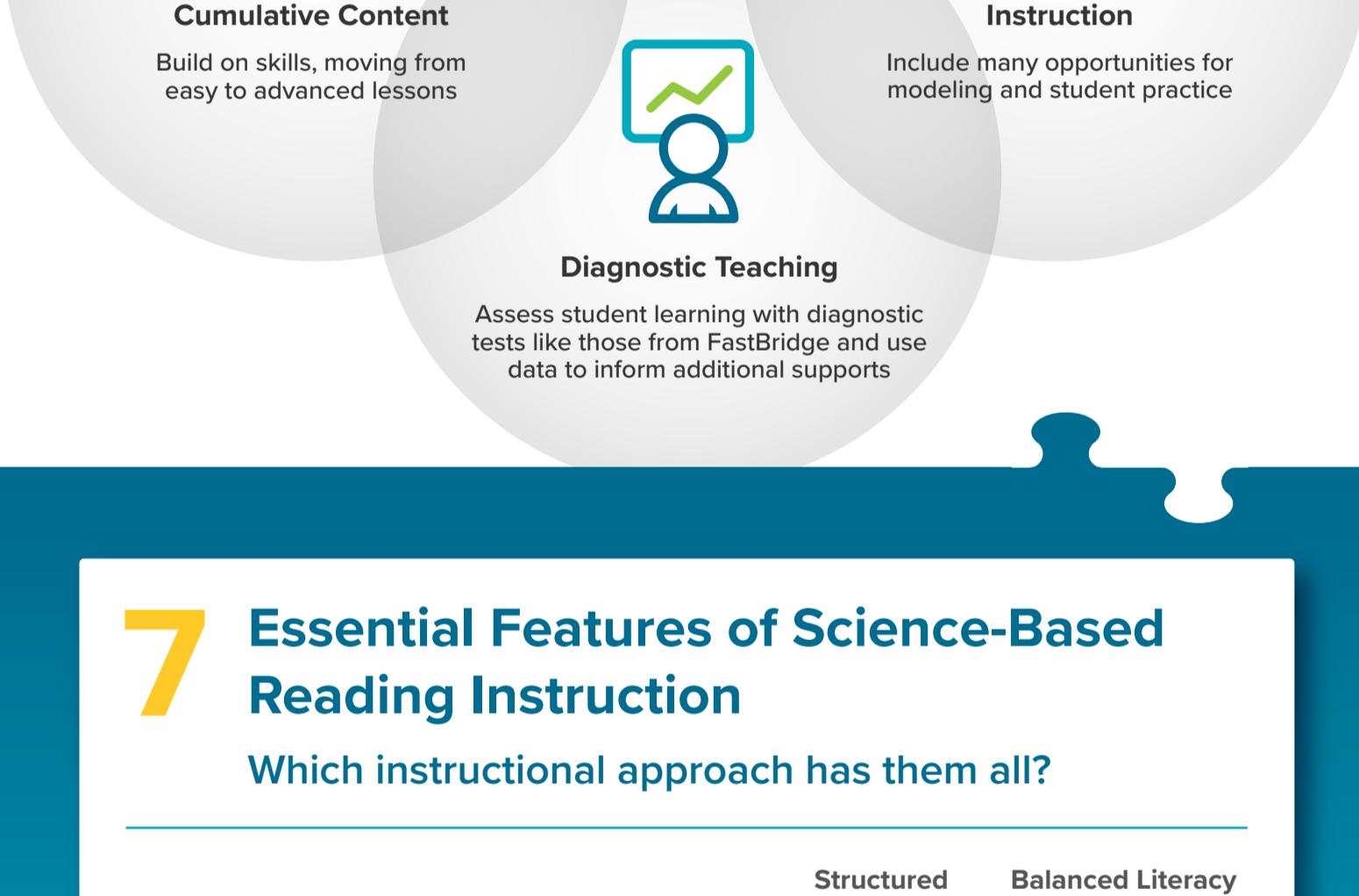
# What It Takes for All Students to Become Strong Readers

Decades of research by reading experts and cognitive scientists into how we learn to read has revealed principles of instruction to guide teaching so that all students, including those with reading difficulties like dyslexia, can learn to read well.

## 5 Essential Elements of Effective Reading Instruction



## 3 Core Components of Structured Literacy Instruction



## 7 Essential Features of Science-Based Reading Instruction

Which instructional approach has them all?

|  | Structured Literacy | Balanced Literacy (Whole Language) |
|--|---------------------|------------------------------------|
| Planned systematic instruction   | Yes                 | No                                 |
| Focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension | Yes                 | No                                 |
| Teacher modeling of all skills   | Yes                 | No                                 |
| Immediate corrective feedback  | Yes                 | No                                 |
| Practice of new skills   | Yes                 | Some                               |
| Regular review of prior learning   | Yes                 | No                                 |
| Exposure to and engagement with a variety of texts                           | Yes                 | Yes                                |

**FastBridge Provides Diagnostic Testing to Support Effective Reading Instruction**

Using the FastBridge assessment solution teachers can pinpoint the specific reading skills students are struggling with in order to target interventions to the five critical components of effective reading instruction. FastBridge includes Computer-Adaptive Tests (CAT) to screen students and identify skill gaps and offers proven recommendations for reading instruction. Highly sensitive Curriculum-Based Measures (CBM) enable educators to monitor the effect of interventions and reading growth over time.

Learn more at [www.fastbridge.org/reading](http://www.fastbridge.org/reading).

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