

<p>Pause for finding the vocabulary on page.</p> <p>Give students an opportunity to point to chosen line on "text point page" in own book.</p> <p>Provide phonetic awareness opportunity (e.g., blending, segmenting a specific word).</p>	<p>"Can you find one of our vocabulary words on the page?"</p> <p>Wait for student to respond (e.g., "Can you help me read this line on the page?").</p>	<p>Point to picture/word/object that teacher says.</p> <p>Text point to chosen line in book.</p>	<p>Look at, touch, say word</p> <p>Point, eye gaze</p>
<p>Ask comprehension question/review prediction (e.g., "What was this chapter about?").</p>	<p>Provide an opportunity for student to participate in phonetic awareness opportunity (e.g., "Can you tap out the syllables of the word 'island'?).</p> <p>Provide comprehension options with words/pictures/objects. Present plausible, semi-plausible, and not plausible options (can be same as prediction question).</p>	<p>Independently demonstrate blending, segmenting, or identifying a target sound.</p> <p>Answer question.</p>	<p>Tap out, activate VOCA, speak</p> <p>Eye gaze, touch, speak, reach forward, activate VOCA, use augmentative and alternative communication</p>

ANGIE-C-M