

		Controls (Independent)	Partially Controls (Emerging)
9.10.21	Writing	<ul style="list-style-type: none"> ● Picture expresses story ● Hears and records consonants in order ● Maintains directionality ● Slowly articulates unknown word ● Takes action 	<ul style="list-style-type: none"> ● Beginning understanding of hearing and recording sounds ● Simple phrase (verb + noun)
	Reading	<ul style="list-style-type: none"> ● Anticipating with M & S ● 1:1 ● Takes action at difficulty ● Searches picture for meaning ● Respecting directionality 	<ul style="list-style-type: none"> ● Orienting to story by looking at pictures
What does this child need to learn next?			

		Controls (Independent)	Partially Controls (Emerging)
9.17.21	Writing	<ul style="list-style-type: none"> ● Meaningful story ● Slowly articulates unknown ● Monitoring ● More complex sentence 	<ul style="list-style-type: none"> ● Spacing ● Letter formation ● Hearing words and recording letters to represent the sounds ● Rereading to confirm or anticipate
	Reading	<ul style="list-style-type: none"> ● Anticipating with meaning and structure ● Consistently searching initial visual (only 1 lapse) ● Searches picture for meaning 	<ul style="list-style-type: none"> ● Monitoring initial visual consistently
What does this child need to learn next?			

		Controls (Independent)	Partially Controls (Emerging)
9.24.21	Writing	<ul style="list-style-type: none"> ● Initiating use of work page ● Monitoring space ● Sentence matches correct language structure 	<ul style="list-style-type: none"> ● Monitors some letter formation-p,n ● Spacing with tool, not eyes ● Budding awareness of orthography (happy)
	Reading	<ul style="list-style-type: none"> ● Making multiple attempts at unknown ● Attempts sounds and some known parts (can) 	<ul style="list-style-type: none"> ● Rereads for multiple purposes ● Flexibility with visual information (searching parts) ● Self-correcting
What does this child need to learn next?			

		Controls (Independent)	Partially Controls (Emerging)
10.1.21	Writing	<ul style="list-style-type: none"> ● Monitors use of space and spelling of words 	<ul style="list-style-type: none"> ● After monitoring, neglected to take action to self-correct
	Reading	<ul style="list-style-type: none"> ● Searches picture as turns page and at difficulty ● Monitors using visual information 	<ul style="list-style-type: none"> ● Self-corrects at word level ● Integrating meaning and structure with visual
What does this child need to learn next?			

		Controls (Independent)	Partially Controls (Emerging)
10.15.21	Writing	<ul style="list-style-type: none"> Monitoring Utilizing spacing using only eyes Utilizing work page to problem solve unknowns Knowns are fast 	<ul style="list-style-type: none"> Adding punctuation Making an attempt to record vowel in words with irregular patterns Making independent decisions Checking all sounds recorded in unknown word
	Reading	<ul style="list-style-type: none"> Consistently attending to initial visual Monitoring 	<ul style="list-style-type: none"> Rereading to search Integration of all sources Searching further visual
What does this child need to learn next?			

		Controls (Independent)	Partially Controls (Emerging)	Confusions (Teacher Demonstration)
11.15.21	Writing	<ul style="list-style-type: none"> Spacing Hears and records all dominant sounds 	<ul style="list-style-type: none"> Hearing and recording parts (af/after) 	<ul style="list-style-type: none"> Reciprocity- taking words apart
	Reading	<ul style="list-style-type: none"> Integration on initial attempt or when SC 	<ul style="list-style-type: none"> Solving using sound regular part Says beginning part at point of difficulty Taking words apart Monitoring past point of error 	<ul style="list-style-type: none"> Rereading to confirm or search Irregular spelling (solving by analogy)
So what (hypothesis, possible next steps, etc.)?				

