

## Compiled Reflections from Reading Roundup Lessons and Monitoring Charts

Child's Name \_\_\_\_\_

Lesson 10 1/31/17 (date)      Lesson 17 4/4/17      Lesson 25 \_\_\_\_\_      Lesson 32 \_\_\_\_\_

Use this "Compiled Reflections Chart" with Lessons 10, 17, 25, and 32 to analyze how your student is growing toward overall literacy. Consider the child's oral retelling of the experience, understanding of the relationship between writing and reading, grasp of the alphabetic principle, and progress in reading and writing the letters of the alphabet. Notice, too, the child's ability to manage the mechanics of the braillewriter and the hand and finger skills needed for reading and writing braille.

Write the date of the current Reading Roundup (RR) lesson on the line above. Find the skill description in each row that best matches the child's current performance. Circle the number of the current lesson under the skill. Chart the results on the "Reading Roundup Progress Chart: Accumulated Record" and the "Reading Roundup Summary and Planning Chart."

<b>Skills and Abilities</b>	<b>Emerging</b> I am trying. I am starting to accomplish important things.	<b>Developing</b> I am getting it with guidance.	<b>Achieving</b> I can do it!	<b>Extending</b> I've got it. I can apply my skills at different times and in different settings.
<b>Oral Expression</b> How does the child tell about the LES experience?	The child needs support in telling about the LES activity and answering most questions.  <u>Lesson</u> 10    17    25    32	The child provides some details about the LES activity, using single words or short phrases or sentences when asked questions.  <u>Lesson</u> <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 17    25    32	The child initiates some details about the LES activity and answers questions when asked to elaborate.  <u>Lesson</u> 10    17    25    32	The child initiates information about the LES activity, providing details, sequencing steps or events accurately, and using some complete sentences.  <u>Lesson</u> 10    17    25    32

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<b>Braillewriter Skills: Loading and Removing Paper</b>  How independently does the child load and remove the paper?	The child needs verbal and physical assistance to load and remove the paper.  <u>Lesson</u> 10 17 25 32	The child needs verbal prompts and occasional physical assistance to load and remove the paper.  <u>Lesson</u> 10 17 25 32	The child loads and removes the paper with a few verbal prompts.  <u>Lesson</u> 10 17 25 32	The child loads and removes the paper independently.  <u>Lesson</u> 10 17 25 32
<b>Braillewriter Skills: Hand and Finger Movements</b>  How independently does the child use correct finger positioning, isolate his/her fingers to write letters, and apply sufficient pressure when writing?	The child "scribbles" (presses random keys) on the braillewriter when writing, producing dots of inconsistent clarity.  <u>Lesson</u> 10 17 25 32	The child uses correct finger positioning to write full cells, but needs guidance when isolating fingers to write letters. He/she may not yet have the strength to produce consistent raised dots.  <u>Lesson</u> 10 17 25 32	The child isolates his/her fingers to write easier letters (e.g., a, l, and g) and uses the correct finger on each key. He/she usually presses the keys hard enough to produce legible dots.  <u>Lesson</u> 10 17 25 32	The child writes most letters when the key numbers are given, using correct finger positioning, accurate finger isolation, and sufficient pressure to produce legible characters.  <u>Lesson</u> 10 17 25 32

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<p><b>Name Writing</b></p> <p>How accurately is the child writing his/her name in contracted braille?</p>	<p>The child scribbles on the braillewriter and may say or attempt to write some of the letters in his/her name.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child writes the capital sign and one or more letters or contractions that follow it sequentially in his/her name.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child writes the capital sign and most of the letters or contractions that follow it sequentially in his/her name.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child writes his/her first name accurately and independently.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>
<p><b>Modeled/Interactive Writing: Planning the Message</b></p> <p>How completely and independently does the child plan his/her written message?</p>	<p>The child chooses words, a phrase, or a sentence from several suggested by the teacher.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child chooses words, a phrase, or a sentence with guidance from the teacher.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child suggests words, a phrase, or a sentence to write.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child initiates several phrases or sentences to write.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>

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<p><b>Modeled/Interactive Writing: The Alphabetic Principle</b> (Beginning Consonant Sound-Letter Correspondence)</p> <p>What does the child's participation in modeled/interactive writing show about his/her understanding of the alphabetic principle?</p>	<p>The child may place his or her hands on those of the teacher while the teacher writes the text, modeling sound-symbol associations for the child by thinking aloud.</p> <p><u>Lesson</u> 10 17 25 32</p>	<p>The child names a few letters that match the initial consonant sounds pronounced by the teacher and writes them with assistance.</p> <p><u>Lesson</u> 10 17 25 32</p>	<p>The child isolates some initial consonant sounds, tells the corresponding letters, and writes the letters independently or when given the key numbers.</p> <p><u>Lesson</u> 10 17 25 32</p>	<p>The child isolates many beginning consonant sounds, tells the corresponding letters, and writes the letters independently or when given the key numbers.</p> <p><u>Lesson</u> 10 17 25 32</p>

**Compiled Reflections from  
Reading Roundup Lessons and Monitoring Charts (cont.)**

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<p><b>Independent Writing</b> (About the LES and/or from observation of the child's independent writing at another time)</p> <p>How well is the child generalizing skills related to braillewriter mechanics; sound-symbol associations; and the writing of previously taught letters, alphabetic wordsigns, and other contractions?</p> <p>How does the child read back his/her writing?</p>	<p>The child "scribbles" on the braillewriter, pressing random keys to write his/her message.</p> <p><u>Lesson</u> 10 17 25 32</p> <p>The child touches some of the dots and recites an approximation of the message from memory when asked to read.</p> <p><u>Lesson</u> 10 17 25 32</p>	<p>The child writes a few known letters, alphabetic wordsigns, or other contractions that are unrelated to the message.</p> <p><u>Lesson</u> ⑩ ⑰ 25 32</p> <p>The child tracks the line of writing and recites the message from memory when asked to read, but does not match spoken words to any braille letters or words.</p> <p><u>Lesson</u> ⑩ ⑰ 25 32</p>	<p>The child isolates one or more initial consonant sounds for the words in his/her message and writes the corresponding letter(s). He/she also writes known alphabetic wordsigns and other contractions if they are part of the message.</p> <p><u>Lesson</u> 10 17 25 32</p> <p>The child tracks and reads his/her writing, matching one or two spoken words to a braille letter or word with teacher support.</p> <p><u>Lesson</u> 10 17 25 32</p>	<p>The child isolates several initial consonant sounds for the words in his/her message and writes the corresponding letters. He/she also writes known alphabetic wordsigns and other contractions if they are part of the message.</p> <p><u>Lesson</u> 10 17 25 32</p> <p>The child tracks and reads his/her writing with minimal support, matching one or more spoken words to a braille letter or word independently.</p> <p><u>Lesson</u> 10 17 25 32</p>

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<p><b>Reading Familiar Text</b></p> <p>How well is the child able to read modeled/interactive writing about the LES, and other familiar text in previous lessons?</p>	<p>The child moves his or her fingers randomly over the braille text as the teacher reads, without differentiating one word from another.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child speaks the text from memory while "pretend reading." He/she may recognize known letters, alphabetic wordsigns, and other contractions that are pointed out by the teacher.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child begins to match one spoken word to each braille word with teacher guidance. He/she may spontaneously recognize known letters, alphabetic wordsigns, and other contractions in the text.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child reads familiar braille text with occasional prompting, matching one spoken word to each braille word. He/she uses known letters, alphabetic wordsigns, and other contractions to maintain an accurate voice-to-braille match.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>

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Reading Roundup Lessons and Monitoring Charts (cont.)**

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<p><b>Hand and Finger Movements for Reading</b></p> <p>How fluently does the child track lines of braille, using correct hand and finger techniques?</p>	<p>The child randomly moves his/her fingers over the braille dots when asked to read.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child tracks across a single line of familiar text with both hands, locating the beginning of the line with guidance and continuing all the way to the end.</p> <p>He/she keeps only two index fingers on the line most of the time, even with verbal or tactile prompting.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child tracks across multiple lines of double- or triple-spaced familiar text with both hands, using an across-back-down pattern with guidance as needed.</p> <p>He/she keeps most fingers on the line with verbal or tactile prompting.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child tracks smoothly across multiple lines of double-spaced familiar text independently, using both hands and an across-back-down pattern.</p> <p>He/she keeps most fingers on the line with minimal verbal or tactile prompting.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>

**Compiled Reflections from  
Reading Roundup Lessons and Monitoring Charts (cont.)**

**Book and Page Orientation and  
Alphabet Knowledge**

These skills are not specifically addressed in the LES activity. Use your notes and monitoring charts to consider the child's progress with book and page orientation and alphabet knowledge. Find the skill description in each row that best matches the child's current performance. Circle the number of the current RR lesson under the skill. Chart the results on the "Reading Roundup Progress Chart: Accumulated Record" and "Reading Roundup Summary and Planning Chart."

<b>Skills and Abilities</b>	<b>Emerging</b> I am trying. I am starting to accomplish important things.	<b>Developing</b> I am getting it with guidance.	<b>Achieving</b> I can do it!	<b>Extending</b> I've got it. I can apply my skills at different times and settings.
<b>Book and Page Orientation</b> How well does the child orient the book, locate information, and turn pages?	The child explores the book, opens the front or back cover, locates and touches dots, and turns pages one at a time with teacher guidance.  <u>Lesson</u> 10   17   25   32	The child handles the book using purposeful movements to find the front cover, touch the braille dots, and turn pages with teacher guidance as needed.  <u>Lesson</u> (10)   17   25   32	The child orients the book correctly, locates the braille on the front cover with the title and author's name, and turns pages one at a time with occasional teacher guidance.  <u>Lesson</u> 10   (17)   25   32	The child orients the book correctly, locates the braille on the front cover with the title and author's name, finds the top line of text on the first reading page, and turns pages one at a time independently.  <u>Lesson</u> 10   17   25   32



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<p><b>Alphabet Knowledge</b></p> <p>How well does the child sing or recite the letters of the alphabet while tracking the letters in order?</p>	<p>The child sings/recites the letters of the alphabet in order with oral support (without tracking).</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child sings/recites the letters of the alphabet in order independently (without tracking).</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child tracks and sings/recites the letters of the alphabet in order with some verbal and/or physical guidance.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child tracks and sings/recites the letters of the alphabet in order independently, matching each spoken letter to the corresponding braille letter.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>
<p><b>Alphabet Knowledge: Letter Identification</b></p> <p>How well does the child read letters of the alphabet (for example, those introduced in lessons or those in his/her name)?</p>	<p>The child reads 1–5 letters.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p> <p>acgly</p>	<p>The child reads 6–10 letters.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p> <p>acgixy</p>	<p>The child reads 10–14 letters.</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>	<p>The child reads 15 or more letters</p> <p><u>Lesson</u></p> <p>10 17 25 32</p>

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<b>Alphabet Knowledge: Writing Letters</b>  How well does the child write letters introduced in the lessons?	The child writes 1–5 letters. <u>Lesson</u> 10 17 25 32 a b c o	The child writes 5–10 letters. <u>Lesson</u> 10 17 25 32 a b c g i j l m o x	The child writes 10–14 letters. <u>Lesson</u> 10 17 25 32	The child writes 15 or more letters. <u>Lesson</u> 10 17 25 32
<b>Number Reading</b>  How well does the child read the numbers introduced in the lessons?	The child reads 1 to 2 numbers within the range of 1–10. <u>Lesson</u> 10 17 25 32	The child reads 3–5 numbers within the range of 1–10. <u>Lesson</u> 10 17 25 32	The child reads 6–8 numbers within the range of 1–10. <u>Lesson</u> 10 17 25 32	The child reads all numbers from 1–10 presented in random order. <u>Lesson</u> 10 17 25 32



## Reading Roundup Summary and Planning Chart

Child's Name \_\_\_\_\_

Lesson 17

Date 4/4 /17

Use the results from the "Compiled Reflections from Reading Roundup Lessons and Monitoring Charts," your notes, and information from the "Reading Roundup Progress Chart: Accumulated Record" to write the child's strengths and areas where focused attention will benefit the child, especially in the next set of lessons.

Skills and Abilities	Strengths	Needs and Next Steps
Loading and Removing Paper	Consistently does these skills independently	Remind him to return paper release levers to resting position after taking paper out.
Writing: Hand and Finger Movements	Usually uses correct fingers on keys; isolates fingers to write different dot combinations; dots are typically legible	Does not keep feet on floor when writing. Plan more opportunities for movement, so he doesn't get tired of sitting.
Name Writing	Usually writes first name independently	Tends to forget dot numbers for a couple of letters over a school break, but quickly relearns
Planning the Message	When prompted, suggests word(s) or a phrase to write	Provide more frequent opportunities for him to initiate phrases or sentences to write
Modeled/Interactive Writing: Alphabetic Principle	Isolates some beginning consonant sounds, tells corresponding letters, writes letters.	Continue working on more sound-letter matches for the letters in Lessons 3-16.
Independent Writing	When given opportunity to write by himself, tends to "scribble" or ask for assistance	Provide opportunities for practice, giving less support as he gains confidence and skills
Reading Familiar Text	Recognizes some letters and alphabetic wordsigns in continuous text	Point out known letters and alphabetic wordsigns; then have him find them himself.
Reading: Hand and Finger Movements	Tracks lines of double-spaced text.	Encourage him to keep more than two fingers on the line. Model good hand & finger positions.
Book and Page Orientation	Orients book correctly	Sometimes turns more than one page at a time. Encourage him to double-check that he is turning only 1 page.
ABC: Reciting/singing and Tracking	Tracks and sings letters of the alphabet; improving on matching spoken letter to braille letter.	Continue working on matching spoken letter to braille letter.

ABC: Letter Identification	Consistently identifies 6 letters: a, c, g, l, x, y	Inconsistent on several other letters. Continue to provide practice opportunities.
ABC: Writing Letters	Independently writes 10 letters: a, b, c, g, i, j, l, m, o, x	Inconsistent on several other letters. Encourage Mom and pre-K teacher to help him learn dot numbers and fingering.