

## Appendix B4

Student:										
<h3 style="margin: 0;">Writing in Response to Reading for Emergent Intervention</h3> <p style="margin: 0;">(Guided Reading Levels A–C)</p> <p style="margin: 0;">Check all behaviors observed without support.</p>										
Writing Behavior (Spelling Strategies and Writing Fluency)	Writes letters fluently and with correct formation.									
	Writes easy high-frequency words fluently. <i>(is, me, the, at)</i>									
	Says words slowly; hears and records beginning and ending consonants; at times, vowels may appear although they may not be correct.									
	Uses simple VC phonogram patterns to help spell words. <i>(c-up, c-at)</i>									
	Uses resources to help with writing letters and spelling words. (ABC Chart)									
	Uses a practice page to think strategically about writing letters and spelling unknown words.									
	Demonstrates movement from semi-phonetic to phonetic stage of spelling.									
Composing	Rehearses response; holds language in memory while transcribing message.									
	Uses the rereading strategy (returns to beginning of sentence) to remember the next word and to monitor meaning and language.									
Comprehension	Demonstrates understanding of text and prompt.									
	Incorporates some vocabulary that reflects attention to reading.									
Language Structure	Uses written language structures that reflect a shift from informal oral language structures to more conventional written language structures. <ul style="list-style-type: none"> <li>• Composes simple sentences (noun + verb)</li> <li>• Uses prepositional phrases (<i>on the floor, in the bag</i>)</li> <li>• Uses conjunctions (<i>and</i>)</li> </ul>									
Conventions	Controls left to right and top to bottom representation; leaves spaces between words.									
	Demonstrates some awareness of ending punctuation (periods) but over-generalizes (i.e., uses a period as a marker to separate words or designate the end of each line or page).									
Progress Monitoring Date										
Total Number of Observed Behaviors										

*(continued)*

## Appendix B4 (continued)

Student:										
<h3 style="margin: 0;">Writing in Response to Reading for Beginning Early Intervention</h3> <p style="margin: 0;">(Guided Reading Levels D–E)</p> <p style="margin: 0;">Check all behaviors observed without support.</p>										
Writing Behavior (Spelling Strategies and Writing Fluency)	Writes simple high-frequency words fluently. ( <i>come, here, have</i> )									
	Uses a practice page to think strategically about writing letters and spelling unknown words.									
	Says words slowly; hears and records beginning and ending consonants and some middle consonants; includes a vowel in each word; spells three-letter words correctly. ( <i>can, cat, ham</i> )									
	Uses known letters, familiar words and word parts to assist with spelling unknown words; uses word endings ( <i>s, ing</i> ) correctly; uses simple rime patterns (phonogram patterns) to spell unknown words. ( <i>can, man</i> )									
	Demonstrates the phonetic stage of spelling development.									
Composing	Rehearses response; holds language in memory while transcribing message.									
	Uses the rereading strategy (rereads a phrase) to remember the next word and to monitor meaning and language.									
Comprehension	Response reflects understanding of the text and prompt.									
	Incorporates some vocabulary that reflects attention to reading; uses vocabulary appropriate for topic.									
Language Structure	Demonstrates use of language structures that reflect increasing complexity in language patterns. <ul style="list-style-type: none"> <li>• Composes simple sentences (noun + verb)</li> <li>• Uses prepositional phrases (<i>on the floor, in the bag</i>)</li> <li>• Uses conjunctions (<i>and, but</i>)</li> </ul>									
Conventions	Rereads writing and thinks about punctuation and capitalization. <ul style="list-style-type: none"> <li>• Uses ending punctuation appropriately (periods and question marks)</li> <li>• Capitalizes sentence beginnings</li> </ul>									
Progress Monitoring Date										
Total Number of Observed Behaviors										

(continued)

## Appendix B4 (continued)

Student:										
<b>Writing in Response to Reading for Late Early Intervention</b> (Guided Reading Levels F-G) Check all behaviors observed without support.										
Writing Behavior (Spelling Strategies and Writing Fluency)	Writes more complex high-frequency words fluently. ( <i>there, where, when</i> )									
	Uses a practice page to think strategically about spelling unknown words.									
	Says words slowly; hears and records beginning, ending, and middle consonants including blends, clusters, and diagraphs; spells most words using visual analysis. ( <i>bike, stripe</i> )									
	Uses familiar words and word parts to spell unknown words; spells word endings ( <i>s, ing, ed, es</i> ) correctly; uses complex rime patterns (phonogram patterns) to spell unknown words. ( <i>down-crown</i> )									
	Demonstrates movement from phonetic to the transitional stage of spelling development.									
Composing	Uses the rereading strategy (phrases, words, word) as needed to help with writing a meaningful response.									
	Response is longer and more complex; reflects fluency of thinking, fluency of encoding, and an increase in language control.									
Comprehension	Response reflects understanding of the text and prompt.									
	Incorporates a writing vocabulary that reflects attention to reading; uses vocabulary appropriate for topic.									
Language Structure	Demonstrates use of language structures that reflects increasing complexity in conventional language patterns; i.e., <ul style="list-style-type: none"> <li>• Composes simple sentences (noun + verb)</li> <li>• Uses prepositional phrases (<i>on the floor, in the bag</i>)</li> <li>• Uses conjunctions (<i>and, but</i>)</li> <li>• Uses modifiers (<i>red dress</i>)</li> </ul>									
Conventions	Rereads writing and thinks about punctuation and capitalization. <ul style="list-style-type: none"> <li>• Uses ending punctuation appropriately (periods, exclamation marks, question marks)</li> <li>• Capitalizes sentence beginnings and proper names</li> </ul>									
Progress Monitoring Date										
Total Number of Observed Behaviors										

(continued)

## Appendix B4 (continued)

Student:										
<b>Writing in Response to Reading for Transitional Intervention</b> (Guided Reading Levels H–M) Check all behaviors observed without support.										
Writing Behavior (Spelling strategies and writing fluency)	Writes more complex high-frequency words fluently. ( <i>because, once, knew</i> )									
	Uses complex rime patterns (phonogram patterns) to spell unknown words. ( <i>down-crown</i> )									
	Breaks multi-syllabic words into parts and records new words in parts.									
	Uses transitional and/or conventional spelling for most words.									
Composing	Plans response (notes, outline, chart, web) on the planning page to organize thinking.									
	Uses the rereading strategy (phrases, words, word) as needed to help with writing a meaningful response.									
Comprehension	Response reflects understanding of the text and prompt.									
	Incorporates a writing vocabulary that reflects attention to reading; uses vocabulary appropriate for topic.									
Language Structure	Demonstrates use of language structures that reflects increasing complexity in conventional language patterns. <ul style="list-style-type: none"> <li>• Uses modifiers (<i>red dress</i>)</li> <li>• Uses two phrases linked by a relative pronoun (<i>who, that, what, which</i>)</li> <li>• Uses two phrases linked by an adverb (<i>when, where, how, however, whenever, wherever</i>)</li> </ul>									
Conventions	Rereads writing and thinks about punctuation. <ul style="list-style-type: none"> <li>• Uses ending punctuation appropriately (periods, exclamation marks, question marks)</li> <li>• Uses additional forms of punctuation appropriately (quotation marks, apostrophes in contractions or possessives, commas to identify a series, ellipses to show pause)</li> <li>• Capitalizes sentence beginnings and proper names</li> </ul>									
<b>Progress Monitoring Date</b>										
<b>Total Number of Observed Behaviors</b>										