

## Every Day / Every Student Chart

<b>EVERY DAY / EVERY STUDENT</b>	<b>Choose Books and Read / Listen Independently</b>	<b>Opportunity to Write Using Accessible Tools</b>	<b>Interact with Group Leader Around a Text</b>	<b>Access Personal Communication System</b>	<b>Engage in Meaningful Word Study Instruction</b>
Taken in part from: The BRIDGE (Pierce, Summer, O'DeKirk, 2005)	Explores books through sensory means (mouthing / destroying / stimming w/ book)	Exploring tools (including mouthing)	Shows engagement through first several pages of story only	Vocalizes, randomly uses system during reading	Attends to familiar sound and word play activities (songs, rhymes, raps)
Download from the website for the Center for Literacy and Disabilities Studies Early Childhood Resources page <a href="http://www.med.unc.edu/ahs/clds/ECresources.html">http://www.med.unc.edu/ahs/clds/ECresources.html</a>	Browses (flipping through) book (may turn several pages of book at once)	Random scribbling	Shows engagement through half of the story	Indicates to reader when to 'turn the page'	Participates in familiar sound and word play activities
Coordinated by Dr. Caroline Ramsey Musselwhite <a href="http://www.aacintervention.com">www.aacintervention.com</a>	Randomly selects a book from a set of books	Scribbling increasing in complexity (lines, letter like forms)	Looks at pictures, symbols, props	Takes part in reading by 'filling in' words and phrases	Follows rhythmic beat of language and music
	Joint reading (seeking out someone else to point, label, comment)	Purposeful scribbling	Shows engagement through most of the story	Comments on story actions, characters, setting, etc.	Awareness that diff words begin with same sound
	Looks at individual pictures, studying each page	Draws simple picture that has meaning to student (may not be recognizable to adults)	Finds appropriate pictures, symbols, props	Expresses likes & dislikes	Substitutes initial sounds and/or creates alliterative pairs
Input and ideas provided by personnel from District 75, New York City DOE	Chooses a preferred book from a set of books	Uses print (scribble / drawing, symbols) to make signs, labels, lists	Asks/ answers questions related to familiar stories	Relates story to personal experiences	Segments a sentence into words
	Chooses book and reads/ listens independently	Uses many letter-like forms to tell story, list	Follows along with book being read	Retells simple story with activity, in sequence	Segments and blends syllables (hap-py)
	Chooses to read a variety of books, of different genre	Uses written words (dev / conv spelling) to tell story, create a message, make a list, etc.	Predicts what might happen in unfamiliar stories	Reads to another, reading from memory, but paying attention to printed word	Segments/ blends onset + rime (b + ug= bug; r + ug = rug)