**Reading Roundup Progress Chart: Accumulated Record**

**Child’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson 10** |  |  | **Lesson 17** |  |  | **Lesson 25** |  |  | **Lesson 32** |  |
|  | Date |  |  | Date |  |  | Date |  |  | Date |

Transfer the results of each Reading Roundup lesson from the “Compiled Reflections from Reading Roundup Lessons and Monitoring Charts”to this chart to create an accumulated record of the child’s progress. Write each lesson number in the appropriate skill level column for each Skill and Ability. You might prefer to use different colors for each lesson number. Examine the skills and abilities the child has acquired and plan for the next instructional steps by completing the “Reading Roundup Summary and Planning Chart.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills and Abilities** | **Emerging**  I am trying. | **Developing**  I am getting it with  guidance. | **Achieving**  I can do it! | **Extending**  I’ve got it. |
| Oral Expression |  |  |  |  |
| Braillewriter Skills: Loading and Removing Paper |  |  |  |  |
| Braillewriter Skills: Hand and Finger Movements |  |  |  |  |
| Name Writing |  |  |  |  |
| Modeled/Interactive Writing:  Planning the Message |  |  |  |  |
| Modeled/Interactive Writing:  The Alphabetic Principle |  |  |  |  |
| Independent Writing (writing and reading back) |  |  |  |  |
| Reading Familiar Text |  |  |  |  |
| Hand and Finger Movements for Reading |  |  |  |  |
| Book and Page Orientation |  |  |  |  |
| Alphabet Knowledge: Reciting and Tracking |  |  |  |  |
| Alphabet Knowledge: Letter Identification |  |  |  |  |
| Alphabet Knowledge: Writing Letters |  |  |  |  |
| Number Reading |  |  |  |  |