Teachers can use this template to keep track of learning-at-home experiences, assess progress and learning, and plan differentiated support. Use **Teachers’ Role in Supporting Asynchronous Literacy Learning** to help plan support.

**Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Date** | **Social Emotional Health** (rubric score plus notes) | **Learning at Home** (rubric score plus notes) | **Reading**Done? Y/NSo I … (add notes about what you did to teach, support, differentiate, or assess) | **Writing**Done? Y/NSo I … (add notes about what you did to teach, support, differentiate, or assess) | **Foundational Skills** (add notes aboutwhat you did to teach, support, differentiate, or assess) | **Independent Reading**(add notes about your assessment of the book level [ind, instr., frustration], decoding skills, comprehension, etc.) |
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