

# mopsfspd;lvnsdknk

1. Noun
2. Proper Noun
3. Adjective
4. Noun
5. Noun

# mopsfpsdp;lvnsdknkd

Over the course of this \_\_\_\_\_<sup>Noun</sup> collection, I noticed that \_\_\_\_\_<sup>Proper Noun</sup> \_\_\_\_\_<sup>Adjective</sup> need within reading is her pronunciation of verb tenses. She would often omit or add the "-ed" to a variety of verbs within her read-alouds'. I was able to work on this with her using a strategy where she identified a variety of verb tenses and in what sentences they applied, however I was not able to assess how this miscue affected her comprehension. Within her retelling, she did not use a logical, sequential \_\_\_\_\_<sup>Noun</sup> and often mixed up if events were past tense or present. I am not sure whether to attribute this to her nerves or if I should work with her further on sequence charts and their connection to verb tense within a specific \_\_\_\_\_<sup>Noun</sup>. This is important to the data collection because it is not only a repeated miscue, but could possibly be affecting her overall comprehension.