

**Supplemental Material S1.** Sample clinical observation and data sheet: Day 6.

**Informal Narrative Analysis**

**Pre-intervention.**

*Clients were given a pictured scene in which airplane passengers, luggage, and balls of various colors are floating throughout the cabin due to zero gravity and were prompted to write a story about it.*

One day wen steve, Bob an Fred wher on a plan evything went to low gravaty fred wen to dunk for the frst time (hes short) while evybody was having fun sumone threw alot of balls wich made it more fun but than bob choks on one and nobody can do the himlick becaus ther in space. so bob dies.

*Spontaneous spelling errors underlined= 16*

**Syntax.**

	Sentence	Complexity		Grammaticality	
		Simple	Complex	Complete	Incomplete
1	One day when Steve, Bob, and Fred were on a plane, everything went to low gravity.		X	X	
2	Fred went to dunk for the first time (he was short).	X		X	
3	While everybody was having fun, someone threw a lot of balls, which made it more fun.		X	X	
4	But then Bob chokes on one, and nobody can do the Heimlich because they're in space.		X	X	
5	So Bob dies.	X		X	

He produced a narrative 62 words in length containing 5 complete sentences (2 simple, 3 complex).

**Vocabulary.**

Some sophisticated vocabulary used: gravaty (gravity), himlick (Heimlich)

Number of words ≥ 3 syllables: 4/62

**Mechanics.**

Numerous capitalization and punctuation errors noted. Inconsistent capitalization of proper nouns and sentence-initial words. Use of terminal punctuation was also inconsistent, and no commas were used. The apostrophe in the contraction *he's* was omitted. He did indent the first sentence in the paragraph.

**Story Grammar Elements.** 4/7 story grammar elements were included.

Setting/characters/time	On a plane/ Steve, Fred, Bob/ one day
Initiating event	Bob choked on a ball
Internal response	<i>absent</i>
Plan	<i>absent</i>
Attempt to resolve problem	perform Heimlich maneuver
Consequence	Heimlich maneuver unsuccessful due to low gravity
Emotional reaction to consequence	<i>absent</i>

**Post-intervention.**

*Clients were given a pictured scene in which dinosaurs were running through a busy city street and were prompted to write a story about it.*

One day wen rex an Thomas wer taking over chicago Thomas accidently hit rex an rex went done. rex got mad and sed stop after Thomas bite his tal. rex slamd Thomas to the grownd. After he got his breth rex told Thomas to chill out. He gave Thomas a snikers becaus he was hangry. Thomas chilld out. they took over the town so they culd eat all the pizza.

*Spontaneous spelling errors underlined= 16*

**Syntax.**

	Sentence	Complexity		Grammaticality	
		Simple	Complex	Complete	Incomplete
1	One day wen (when) rex an (and) Thomas wer (were) taking over chicago Thomas accidently (accidentally) hit rex an (and) rex went done (down).		X	X	
2	Rex got mad and sed (said) stop after Thomas bite (bit) his tal (tail).		X	X	
3	rex slamd (slammed) Thomas to the grownd (ground).	X		X	
4	After he got his breth (breath) rex told Thomas to chill out.		X	X	
5	He gave Thomas a snikers (Snickers) because (because) he was hangry.		X	X	
6	Thomas chilld out.	X		X	
7	they took over the town so they culd (could) eat all the pizza.		X	X	

He produced a narrative 70 words in length containing 7 complete sentences (2 simple, 5 complex).

**Vocabulary.**

Some sophisticated vocabulary used: accidently (accidentally). Number of words ≥ 3 syllables: 2/70.

**Mechanics.**

Numerous capitalization and punctuation errors noted. Inconsistent capitalization of proper nouns and sentence-initial words. Use of terminal punctuation was also inconsistent, and no commas were used. He did indent the first sentence in the paragraph.

**Story Grammar Elements.** 5/7 story grammar elements were included.

Setting/characters/time	Chicago/Rex and Thomas/one day
Initiating event	Thomas accidentally hit Rex
Internal response	Rex got mad
Plan	<i>absent</i>
Attempt to resolve problem	Rex slammed Thomas to the ground, told him to chill out, and gave him a Snickers
Consequence	Thomas chilled out, they took over Chicago
Emotional reaction to consequence	<i>absent</i>

## Spelling to Dictation

Orthographic Target	Targeted Spelling Features	Child’s Spelling	pre	Child’s Spelling	post	
tapped	Double the consonant	tapt	X	taped	X	
	Past tense -ed pronounced /t/		X		☐	
peeked	Vowel combination	pekt	X	peekt	☐	
	Past tense -ed pronounced /t/		X		X	
floated	Vowel combination	flooted	X	floated	☐	
	Past tense -ed pronounced /d/		☐		☐	
suited	Vowel combination	suted	X	sooted	X	
	Past tense -ed pronounced /d/		☐		☐	
leaked	Vowel combination	lekt	X	leked	X	
	Past tense -ed pronounced /t/		X		☐	
soaked	Vowel combination	sokt	X	sooked	X	
	Past tense -ed pronounced /t/		X		☐	
soaped	Vowel combination	sopt	X	soaped	☐	
	Past tense -ed pronounced /t/		X		☐	
begged	Double the consonant	begd	X	begged	☐	
	Past tense -ed pronounced /d/		X		☐	
robbed	Double the consonant	robed	X	robed	X	
	Past tense -ed pronounced /d/		☐		☐	
fanned	Double the consonant	faned	X	fanned	☐	
	Past tense -ed pronounced /d/		☐		☐	
hummed	Double the consonant	humd	X	humed	x	
	Past tense -ed pronounced /d/		X		☐	
sailed	Vowel combination	sald	X	sailed	☐	
	Past tense -ed pronounced /d/		X		☐	
waited	Vowel combination	wated	X	waited	☐	
	Past tense -ed pronounced /d/		☐		☐	
weeded	Vowel combination	weded	X	weeded	☐	
	Past tense -ed pronounced /d/		☐		☐	
skidded	Double the consonant	skided	X	skided	X	
	Past tense -ed pronounced /d/		☐		☐	
padded	Double the consonant	paded	X	padded	☐	
	Past tense -ed pronounced /d/		☐		☐	
ripped	Double the consonant	ript	X	riped	X	
	Past tense -ed pronounced /t/		X		☐	
boated	Vowel combination	boted	X	boated	☐	
	Past tense -ed pronounced /d/		☐		☐	
banned	Double the consonant	band	X	baned	X	
	Past tense -ed pronounced /d/		X		☐	
popped	Double the consonant	popt	X	popped	☐	
	Past tense -ed pronounced /t/		X		☐	
Targeted Feature	Pre-intervention			Post-intervention		
	# correct	# opportunities	% correct	# correct	# opportunities	% correct
Consonant	0	10	0%	4	10	40%

doubling rule						
Past tense ED pronounced /t/	0	7	0%	6	7	86%
Past tense ED pronounced /d/	2	6	33%	6	6	100%
Past tense ED pronounced /ɪd/	7	7	100%	7	7	100%
Vowel combinations	0	10	0%	7	10	70%

**Oral Reading Fluency**

Total # of words read in 3-minute sample	# of reading miscues			Divide by 3 (minutes)		# of WCPM
288	-	23	=	265	265 ÷ 3	= 88.3