D · later · A genuinely different actual message, if available

Complete source · use one useful part in your usual communication

Hold this different source unseen until actual first evidence and the family's targeted teaching event have occurred. Missing novelty, source/recipient conditions or teaching means HOLD; elapsed time and an opened staff file are insufficient.

Complete invitation

This later opportunity needs a genuinely different suitable authorised message and an actual reviewed maker/source account, not the first work relabelled unseen. You can choose an encounter or decline, then offer an own noticing or how/why connection. If actual conditions or prior teaching are missing, hold the opportunity. No source event exists merely because this page is read.

All supplied facts are in that complete invitation. The response areas are blank, with no hidden picture, event, model answer or earlier child work. Invented contexts are fiction. Actual conditional source/sharing cases supply no event.

Ways to respond and honest evidence

The adult reads the whole brief neutrally and can give one short part at a time. Use usual communication, broad blank paper/board, exact description, wanted scribing or an agreeing helper who follows accepted directions. No independent reading/writing, required number of frames, words, public audience, sound, recording or time limit. You can change the job, leave a part unmade, rest, keep it private or pass. A reason is optional.

Capture this opportunity's initial own contribution and exact help before a model, answer, clarification that supplies an idea or any additional teaching. Keep the first-stage and later-stage records separate. Own directions, actual made work, unmade plan, child operation, helper operation and adult-added detail are separate facts. A made child-authored work may involve helper fabrication; that is not child tool

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D · later · A genuinely different actual message, if available

Complete source · use one useful part in your usual communication · continued

handling. A different own job can be worthwhile creative work while the requested-brief component remains unelicited. No single composition is the answer.

Actual source encounter, genuine maker account, actual deliberate reception and actual reply/NONE require their own real evidence. Neither an invitation nor a filled blank supplies an event. No whole-code, year, state, human learning gain or diagnosis is decided by this opportunity.

Own prompts

1. What actual work/source did I choose to encounter, or did I decline?

2. What did I notice, wonder or ask in my own way?

3. What genuine account was offered, and which connection was mine?

4. What might the actual message matter for; what is still unknown?

This exact invitation's own complete blank. No other source or later blank is issued with it.

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D · later · A genuinely different actual message, if available

Your neutral record · familiar communication or own paper is valid

D · later · Own response blank

For A genuinely different actual message, if available. Read that entire matching source or its exact literal equivalent first. This blank repeats its complete task; no other brief is needed. Nothing must be printed or written. An existing local note or usual communication can replace the lines.

Hold this different source unseen until actual first evidence and the family's targeted teaching event have occurred. Missing novelty, source/recipient conditions or teaching means HOLD; elapsed time and an opened staff file are insufficient.

Exact task for this blank

This later opportunity needs a genuinely different suitable authorised message and an actual reviewed maker/source account, not the first work relabelled unseen. You can choose an encounter or decline, then offer an own noticing or how/why connection. If actual conditions or prior teaching are missing, hold the opportunity. No source event exists merely because this page is read.

Ways to respond and honest evidence

The adult reads the whole brief neutrally and can give one short part at a time. Use usual communication, broad blank paper/board, exact description, wanted scribing or an agreeing helper who follows accepted directions. No independent reading/writing, required number of frames, words, public audience, sound, recording or time limit. You can change the job, leave a part unmade, rest, keep it private or pass. A reason is optional.

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D · later · A genuinely different actual message, if available

Your neutral record · familiar communication or own paper is valid · continued

Capture this opportunity's initial own contribution and exact help before a model, answer, clarification that supplies an idea or any additional teaching. Keep the first-stage and later-stage records separate. Own directions, actual made work, unmade plan, child operation, helper operation and adult-added detail are separate facts. A made child-authored work may involve helper fabrication; that is not child tool handling. A different own job can be worthwhile creative work while the requested-brief component remains unelicited. No single composition is the answer.

Actual source encounter, genuine maker account, actual deliberate reception and actual reply/NONE require their own real evidence. Neither an invitation nor a filled blank supplies an event. No whole-code, year, state, human learning gain or diagnosis is decided by this opportunity.

My own response

1. What actual work/source did I choose to encounter, or did I decline?

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2. What did I notice, wonder or ask in my own way?

3. What genuine account was offered, and which connection was mine?

4. What might the actual message matter for; what is still unknown?

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Your neutral record · familiar communication or own paper is valid · continued

_____

Precise optional educator record

Exact source/version and prior exposure; first or later order:

_____

Own choice/contribution or decline; offered options identified:

_____

Actual made work / unmade plan / partly made / unavailable:

_____

Child tool operation / helper operation / adult-added details actually supplied: _____

Actual source/medium/account, or unavailable: _____

Actual recipient/access/presenter and reply/NONE, or private/planned:

_____

Reading/AAC/scribing/choices/direction help and later assistance actually provided: _____

No pupil identifiers need publishing. A completed line does not establish an actual event or a child's independent tool/literacy performance.

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