Student: _____   **Guided Reading Anecdotal Notes**

Date(s):	Book Title(s):	Level(s):

Emergent Readers	Early Readers	Transitional Readers
Emergent readers are in the pre-reading or beginning stage. These students are learning the connection between print and oral language and how it is used in text. In addition to the illustrations, students learn that it is the text that tells the story. *Age: 5-6* *Grade: pre-K-1*	Early readers are becoming confident readers. They have established understanding of how print operates and are beginning to read for meaning by predicting and confirming letter sound association. During this stage, they are paying close to attention to meaning. When meaning is lost, they are rereading or self-correcting. *Age: 5-7* *Grade: K-2*	Transitional readers are discovering ways to use reading strategies independently and simultaneously. They have obtained a large core of sight words and are spending less time solving words and paying closer attention to fluency and meaning (Pinnell & Scharer 2003). *Age: 6-8* *Grade: 1-3*

Behaviors:
- ❑ Uses picture cues when talking about a book, e.g., pointing to a picture of the three little pigs says, "The three little pigs left home."
- ❑ Demonstrates understanding of oral stories or picture books by connecting them to own knowledge and experiences
- ❑ Talks about favorite stories
- ❑ May tell a story from pictures
- ❑ Tells/draws personal stories in sequence
- ❑ Listen to and retells stories in sequence
- ❑ Mainly uses memory for reading
- ❑ May invent text
- ❑ Knows that pictures and text exist
- ❑ Knows the meaning of some signs ("Stop," McDonalds)
- ❑ Uses pictures to assist with meaning
- ❑ Displays reading-like behavior
  - o holds book upright
  - o turns pages
  - o looks at words and pictures
  - o uses pictures to construct ideas
- ❑ Understands that print is read top to bottom and left to right
- ❑ Knows concepts of book, right way up, front, back, upside down
- ❑ Recognizes own name in print
- ❑ Recognizes most letter sounds
- ❑ Recognizes own name in print
- ❑ Knows several words by sight (I, dad, mom, stop)

Behaviors:
- ❑ Recognizes when the reading isn't making sense
- ❑ Listens to stories and responds
- ❑ Orally connects own experiences to reading
- ❑ Can tell the sequence of events
- ❑ Recalls main idea and details
- ❑ Knows concepts of beginning, middle, and end.
- ❑ Predicts what will happen next
- ❑ Visualizes what is happening
- ❑ Looks at print and pictures
- ❑ Uses beginning and/or final letter and sounds to predict a word
- ❑ Locates/reads known words (sight words).
- ❑ Stops at an unknown word
- ❑ Matches words spoken to words in print (one-to-one match)
- ❑ Understand the difference between a sentence, word, letter
- ❑ Understands that print carries meaning.
- ❑ Uses word parts to read unknown words (e.g., endings – *s*, *ed*, *ing*; blends – *sp*, *bl*, *st*; digraphs – *ch*, *sh*, *th*; and simple word families – *at*, *ad*, *op*)
- ❑ Increases sight word vocabulary
- ❑ Increases use of context, grammatical, and/or phonics cues
- ❑ Begins to use a variety of ways of cross checking (e. g., Checks the picture, re-reads sentence, and looks closely at the letters to make sure the word is correct.)
- ❑ Begins to self-correct errors
- ❑ Begins to read in phrases as opposed to word-by-word
- ❑ Pauses appropriately when reading orally
- ❑ Uses period, question mark, and exclamation mark when reading

Behaviors:
- ❑ Retells story in sequence
- ❑ Summarizes story
- ❑ Orally responds to questions about character, setting, problem, and solution
- ❑ Backs up literal statements with proof from story.
- ❑ Forms an opinion about a story
- ❑ Visualizes what is happening
- ❑ Distinguishes fact from fiction
- ❑ Connects own experiences to reading (Text to Self – T-S)
- ❑ Connects text to other texts (Text to Text – T-T)
- ❑ Begins to solve unknown words by using word families (*ate*, *eat*, *een*, etc.).
- ❑ Increases sight word vocabulary
- ❑ Uses beginning, middle, and final letter sounds to read unknown word
- ❑ Crosschecking is automatic (e.g. checks the picture, re-reads sentence, and looks closely at the letters to make sure the word is correct.)
- ❑ Solves unknown words by using syllables or meaningful word parts (e.g., root words – *tie*, *do*, *read*; prefixes – *un*, *re*, *pre*; suffixes – *ful*, *ly*, *est*)
- ❑ Looks for known parts of words to help with unknown words
- ❑ Solves words by analogy (e.g., uses the words **fur** and *ser**ious*** to help figure out the word *furious*.
- ❑ Uses quotation marks and commas when reading
- ❑ Self corrects automatically
- ❑ Reads orally with expression and appropriate pauses