Guided Reading Anecdotal Notes

Student:

Dates:	Book(s):	Level(s):	
Comprehension:	Early Reading Behavi	rs: Self-Monitoring	Solving Words:
 Retell Connecting Visualizing What's important Questioning Predicting Inferring Synthesizing 	 Does the reader: Move left to right across of print? Return to the left for a net line? Match voice to print while reading a line or more of Recognize a few easy his frequency words? 	 Stop at an unknown word? Stop at an unknown word and appeal for help? Stop after an error? Notice mismatches? Notice when an attempt does not 	 Does the reader: Recognize high-frequency words quickly? Recognize words quickly and easily? Use a variety of flexible ways to take words apart? Use the meaning of the sentences to solve words? Use the structure of the sentence to solve words?
Mainfaining Fluency Does the reader: Read without pointing? Read word groups (phrases)? Put words together? Read smoothly? Read the punctuation? Make the voice go down at periods? Make the voice go up at question marks? Pause briefly at commas, dashes, and hyphens? Read dialogue with intonation or expression? Stress the appropriate words to convey accurate meaning? Read at a good rate—not too fast and not too slow?	Self-Correcting Does the reader: Reread and try again until accurate? Stop after an error and makanother attempt? Stop after an error and makanother attempt? Stop after an error and makanother attempt? Reread to self-correct? Work actively to solve mismatches? Self-correct errors	 Notice when an attempt does not make sense? Reread to confirm reading? Use knowledge of some high-frequency words to check on reading? Check one source of information 	 Use some of the visual information to solve words? Use known word parts to solve words? Use sound analysis (sounding out)? Make attempts that are visually similar? Use the sound of the first letter to solve words? Work actively to solve words? Use known words or parts to solve unknown words? Use prefixes and suffixes to take words apart? Use inflectional endings to take words apart? Use sentence context to derive the meaning of words? Use base words and root words to derive the meaning of words?
Using Information/Cues			Notes:
 Meaning Make meaningful attempts at unknov Use the meaning of the story or text words? Reread to gather more information to Reread to search for more details—i characters, plot? Reread to gather information to clari Use headings and titles to think about section of text? Use information in the pictures to he a text? Use knowledge of the genre (and its help in understanding a text? Use readers' tools to help in finding information? Use readers' tools to help in finding in (glossary, index)? 	to predict unknown o solve a word? o solve a word? issentence? information, iy confusions? ut the meaning of a p in understanding characteristics) to nformation issentence? iss	visual information to solve words? ne, most, or all of the visual information to solve and analysis to solve a word? owledge of a high-frequency word to problem for more visual information within a word to solve lables to solve words? ize words quickly and easily? and use the sound of the first letter to solve a n solve unknown words quickly and efficiently? Itiple sources of information together in attempts	