

# Guided Reading Anecdotal Notes

Student: \_\_\_\_\_

Dates:	Book(s):	Level(s):	
<b>Comprehension:</b>	<b>Early Reading Behaviors:</b>	<b>Self-Monitoring:</b>	<b>Solving Words:</b>
<input type="checkbox"/> Retell <input type="checkbox"/> Connecting <input type="checkbox"/> Visualizing <input type="checkbox"/> What's important <input type="checkbox"/> Questioning <input type="checkbox"/> Predicting <input type="checkbox"/> Inferring <input type="checkbox"/> Synthesizing	Does the reader: <ul style="list-style-type: none"> <li><input type="checkbox"/> Move left to right across a line of print?</li> <li><input type="checkbox"/> Return to the left for a new line?</li> <li><input type="checkbox"/> Match voice to print while reading a line or more of print?</li> <li><input type="checkbox"/> Recognize a few easy high-frequency words?</li> </ul>	Does the reader: <ul style="list-style-type: none"> <li><input type="checkbox"/> Hesitate at an unknown word?</li> <li><input type="checkbox"/> Stop at an unknown word?</li> <li><input type="checkbox"/> Stop at an unknown word and appeal for help?</li> <li><input type="checkbox"/> Stop after an error?</li> <li><input type="checkbox"/> Notice mismatches?</li> <li><input type="checkbox"/> Notice when an attempt does not look right?</li> <li><input type="checkbox"/> Notice when an attempt does not sound right?</li> <li><input type="checkbox"/> Notice when an attempt does not make sense?</li> <li><input type="checkbox"/> Reread to confirm reading?</li> <li><input type="checkbox"/> Use knowledge of some high-frequency words to check on reading?</li> <li><input type="checkbox"/> Check one source of information with another?</li> <li><input type="checkbox"/> Check an attempt that makes sense with language?</li> <li><input type="checkbox"/> Check an attempt that makes sense with the lesson (visual information)?</li> <li><input type="checkbox"/> Use language structure to check on reading?</li> <li><input type="checkbox"/> Request help after making several attempts?</li> </ul>	Does the reader: <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize high-frequency words quickly?</li> <li><input type="checkbox"/> Recognize words quickly and easily?</li> <li><input type="checkbox"/> Use a variety of flexible ways to take words apart?</li> <li><input type="checkbox"/> Use the meaning of the sentences to solve words?</li> <li><input type="checkbox"/> Use the structure of the sentence to solve words?</li> <li><input type="checkbox"/> Use some of the visual information to solve words?</li> <li><input type="checkbox"/> Use known word parts to solve words?</li> <li><input type="checkbox"/> Use sound analysis (sounding out)?</li> <li><input type="checkbox"/> Make attempts that are visually similar?</li> <li><input type="checkbox"/> Use the sound of the first letter to solve words?</li> <li><input type="checkbox"/> Work actively to solve words?</li> <li><input type="checkbox"/> Use known words or parts to solve unknown words?</li> <li><input type="checkbox"/> Use prefixes and suffixes to take words apart?</li> <li><input type="checkbox"/> Use inflectional endings to take words apart?</li> <li><input type="checkbox"/> Use sentence context to derive the meaning of words?</li> <li><input type="checkbox"/> Use base words and root words to derive the meaning of words?</li> </ul>
<b>Maintaining Fluency</b>	<b>Self-Correcting</b>		
Does the reader: <ul style="list-style-type: none"> <li><input type="checkbox"/> Read without pointing?</li> <li><input type="checkbox"/> Read word groups (phrases)?</li> <li><input type="checkbox"/> Put words together?</li> <li><input type="checkbox"/> Read smoothly?</li> <li><input type="checkbox"/> Read the punctuation?</li> <li><input type="checkbox"/> Make the voice go down at periods?</li> <li><input type="checkbox"/> Make the voice go up at question marks?</li> <li><input type="checkbox"/> Pause briefly at commas, dashes, and hyphens?</li> <li><input type="checkbox"/> Read dialogue with intonation or expression?</li> <li><input type="checkbox"/> Stress the appropriate words to convey accurate meaning?</li> <li><input type="checkbox"/> Read at a good rate—not too fast and not too slow?</li> </ul>	Does the reader: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread and try again until accurate?</li> <li><input type="checkbox"/> Stop after an error and make another attempt?</li> <li><input type="checkbox"/> Stop after an error and make multiple attempts until accurate?</li> <li><input type="checkbox"/> Reread to self-correct?</li> <li><input type="checkbox"/> Work actively to solve mismatches?</li> <li><input type="checkbox"/> Self-correct errors.</li> </ul>		
<b>Using Information/Cues</b>			<b>Notes:</b>
<b>Meaning:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make meaningful attempts at unknown words?</li> <li><input type="checkbox"/> Use the meaning of the story or text to predict unknown words?</li> <li><input type="checkbox"/> Reread to gather more information to solve a word?</li> <li><input type="checkbox"/> Reread and use the meaning of the sentence?</li> <li><input type="checkbox"/> Reread to search for more details—information, characters, plot?</li> <li><input type="checkbox"/> Reread to gather information to clarify confusions?</li> <li><input type="checkbox"/> Use headings and titles to think about the meaning of a section of text?</li> <li><input type="checkbox"/> Use information in the pictures to help in understanding a text?</li> <li><input type="checkbox"/> Use knowledge of the genre (and its characteristics) to help in understanding a text?</li> <li><input type="checkbox"/> Use knowledge of the genre (and its characteristics) to help in finding information?</li> <li><input type="checkbox"/> Use readers' tools to help in finding information (glossary, index)?</li> </ul>	<b>Visual Information:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the visual information to solve words?</li> <li><input type="checkbox"/> Use some, most, or all of the visual information to solve words?</li> <li><input type="checkbox"/> Use sound analysis to solve a word?</li> <li><input type="checkbox"/> Use knowledge of a high-frequency word to problem solve?</li> <li><input type="checkbox"/> Search for more visual information within a word to solve it?</li> <li><input type="checkbox"/> Use syllables to solve words?</li> <li><input type="checkbox"/> Recognize words quickly and easily?</li> <li><input type="checkbox"/> Reread and use the sound of the first letter to solve a word?</li> <li><input type="checkbox"/> Problem solve unknown words quickly and efficiently?</li> <li><input type="checkbox"/> Use multiple sources of information together in attempts at words?</li> <li><input type="checkbox"/> Use all sources of information flexibly to solve words?</li> <li><input type="checkbox"/> Use all sources of information in an orchestrated way.</li> <li><b>Structure:</b></li> <li><input type="checkbox"/> Use knowledge of oral language to solve unknown words?</li> <li><input type="checkbox"/> Reread to see if a word "sounds right" in a sentence?</li> <li><input type="checkbox"/> Reread to correct using language structure?</li> </ul>		

## Anecdotal Record Form Guided Reading

**Gail E. Tompkins,Lea M. McGee**

## Anecdotal Record Form Guided Reading:

**Guided Reading** Mary Browning Schulman, Carleen daCruz Payne, 2000 Ideas resources and a list of childrens books that can be used to implement guided reading    **The Mechanics of Teaching** Margaret Jenkins, 2014-01-17 I was encouraged by colleagues to write a book about my teaching style The Mechanics of Teaching compares the analytical diagnostic qualities of automotive mechanics and teachers    **Bookwise** Sharon Parsons, 2001 Including both fiction and non fiction text types and genres this work is graded and organised into five cross curricular strands These full colour readers are accompanied by teacher s guides and resource sheets featuring appropriately linked ideas and suggestions for Guided Writing activities

**Guided Reading** Irene C. Fountas, Gay Su Pinnell, 1996 This book is the richest most comprehensive guided reading resource available today and the first systematic offering of instructional support for guided reading adherents

**Assessing and Guiding Classroom Reading Instruction** Martha Collins, Earl H. Cheek, 1999-06 This text provides classroom teachers with information on developing a systematic procedure for assessing reading skill performance and offers prescriptive instruction The first chapter addresses reading as a language process and establishes the basic conceptual framework The remainder of the text is organized around five steps that should be followed to provide effective reading instruction New to this edition The latest research on teacher instruction for technologically advanced students More emphasis on student assessment versus clinical diagnoses The importance of assessing and guiding reading through language literacy development is stressed

**Guided Reading** Wright Group, Incorporated, 1995    **Literacy Assessment in Practice**, 1991    **Classroom Based Assessment** Bonnie Campbell Hill, Cynthia Ruptic, Lisa Norwick, 1998

**Professional Development Schools and Social Justice** Kristien Zenkov, Diane Corrigan, Ronald S. Beebe, Corey R. Sell, 2013-10-22 This book extends the national discussion about the Professional Development School PDS movement of the past three decades The volume highlights school university partnerships focus on collaborative activities that endeavor to promote social justice in and across P 12 and university classrooms educational institutions and communities Professional Development Schools and Social Justice Schools and Universities Partnering to Make a Difference guides veteran teachers undergraduate and graduate pre service teachers and university faculty to understand how the PDS model might be oriented toward social justice ideals Co authored by school and university based educators each chapter details the social justice work of specific partnerships and provides concrete instructional and curricular methods for application within both teacher education and PK 12 settings Readers are provided insight into a range of elements of Professional Development Schools including the development of PK 12 and teacher education curricula processes of program implementation and research and data collection

**Reading Process and Practice** Constance Weaver, 2002 Weaver incorporates especially timely information accurate data informed critique and results of often ignored research to help teachers counteract government and corporate intrusion into classrooms

**Communication in Action** Dorothy Grant Hennings, 1994 Grade level 1 2 3 4 5

6 7 k p e t      **Implementing the 4-blocks Literacy Model** Cheryl Mahaffey Sigmon,1997-12      **Teacher's Guide to Celebrate Reading** ,1993      **Teaching Reading with Literature** Gail E. Tompkins,Lea M. McGee,1993 Complete with step by step action plans this book provides the theories techniques and tools pre service and in service teachers need to implement an effective literature based reading program      **The Law Times** ,1887      **Modifying the Four-Blocks® for Upper Grades** Cheryl Mahaffey Sigmon,2001 Presents ideas and suggestions for expanding the Four Blocks literacy model in intermediate and middle school classrooms      **A Guide to Observation, Participation, and Reflection in the Classroom** Arthea J. S. Reed,Verna E. Bergemann,2005 This guide provides you with a practical resource for school based observations teaching experiences and reflection that not only will bridge the gap between the world of the student and the world of the teacher but also will help you connect the world of theory with the world of practice Includes completed and sequential sample forms of anecdotal and structured observations and template forms at the back of the text and on the CD ROM This edition covers the No Child Left Behind legislation discussion of the INTASC core standards and principles and their integration into the sample forms Expanded guidance on portfolio development including new sections on how to start a portfolio and expanded coverage of inclusion and resources for observing diversity in the classroom      **Holistic Reading Strategies** Timothy V. Rasinski,Nancy Padak,1996      *Literacy's Beginnings* Lea M. McGee,Donald J. Richgels,2000 The third edition of Literacy's Beginnings Supporting Young Readers and Writers offers an integrated literature based approach to reading and writing instruction keyed to the typical developmental stages through which most children pass Its emphasis is on child centered instruction in phonemic awareness phonics decoding comprehension and interpretation Numerous vignettes are presented which describe young children's reading and writing from birth to age eight Children's learning is examined in social settings including home preschool and school A thorough description of ways to organize an environment to stimulate the growth of language both written and oral makes the text an invaluable resource for prospective teachers of children from birth to age eight      **Instructional Guide for Elementary Schools** Michigan. Department of Public Instruction,1936

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thermistor - NI Community - National Instruments Dec 22, 2008 — A thermistor is a resistor. It has no reference voltage. The resistance of the thermistor changes with temperature. Thus, if you measure the ... The effects of thermistor linearization techniques on the T ... by SB Stanković · 2012 · Cited by 26 — Current characterization methods including the well-known T-history method depend on accurate temperature measurements. This paper investigates the impact of ... Photosynthesis

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