## Guided Reading Anecdotal Notes

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<tr>
<th>Dates:</th>
<th>Book(s):</th>
<th>Level(s):</th>
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### Comprehension:
- Retell
- Connecting
- Visualizing
- What’s important
- Questioning
- Predicting
- Inferring
- Synthesizing

### Early Reading Behaviors:
- Does the reader:
  - Move left to right across a line of print?
  - Return to the left for a new line?
  - Match voice to print while reading a line or more of print?
  - Recognize a few easy high-frequency words?

### Self-Monitoring:
- Does the reader:
  - Hesitate at an unknown word?
  - 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 look right?
  - Notice when an attempt does not sound right?
  - 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 with another?
  - Check an attempt that makes sense with language?
  - Check an attempt that makes sense with the letters (visual information)?
  - Use language structure to check on reading?
  - Request help after making several attempts?

### Maintaining 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 make another attempt?
  - Stop after an error and make multiple attempts until accurate?
  - Reread to self-correct?
  - Work actively to solve mismatches?
  - Self-correct errors

### Using Information/Cues:

#### Meaning
- Make meaningful attempts at unknown words?
- Use the meaning of the story or text to predict unknown words?
- Reread to gather more information to solve a word?
- Reread and use the meaning of the sentence?
- Reread to search for more details—information, characters, plot?
- Reread to gather information to clarify confusions?
- Use headings and titles to think about the meaning of a section of text?
- Use information in the pictures to help in understanding a text?
- Use knowledge of the genre (and its characteristics) to help in understanding a text?
- Use knowledge of the genre (and its characteristics) to help in finding information?
- Use readers’ tools to help in finding information (glossary, index)?

#### Visual Information
- Use the visual information to solve words?
- Use some, most, or all of the visual information to solve words?
- Use sound analysis to solve a word?
- Use knowledge of a high-frequency word to problem solve?
- Search for more visual information within a word to solve it?
- Use syllables to solve words?
- Recognize words quickly and easily?
- Reread and use the sound of the first letter to solve a word?
- Problem solve unknown words quickly and efficiently?
- Use multiple sources of information together in attempts at words?
- Use all sources of information flexibly to solve words?
- Use all sources of information in an orchestrated way

#### Structure
- Use knowledge of oral language to solve unknown words?
- Reread to see if a word “sounds right” in a sentence?
- Reread to correct using language structure?

### Solving Words:
- 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?
  - 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?

### Notes: