

Dates: _____		Book(s): _____		Level(s): _____	
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.		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?	
Using Information/Cues				Notes:	
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?			

Anecdotal Record Form Guided Reading

Lori Jamison Rog

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the author's name.

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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 **Guided Reading** Carla Hamaguchi, 2002-10 Presents information on how to implement guided reading in classroom and offers ideas and activities for using leveled books in a balanced literacy program A list of 200 leveled books is also included **Guided Reading Basics** Lori Jamison Rog, 2003 Classroom tested strategies and model guided reading lessons for emergent early developmental and fluent readers **Guiding Readers** Lori Jamison Rog, 2012 Discover a model for guided reading instruction that fits the 18 minute time frame and is purposeful planned and focused This practical book introduces a range of specific reading strategies and processes that lead students to access increasingly sophisticated text It includes collections of lessons for emergent early developing and fluent readers as well as struggling readers in the upper grades Detailed and comprehensive the book champions an integrated system of guiding readers that involves both fiction and nonfiction as well as the texts that surround students in and out of school websites directions instructions schedules signs and more New and experienced teachers will both find a wealth of valuable reproducibles techniques tips and strategies that will help them put the tools for independent reading into the hands of every student Publ desc **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 **Creating the Multiage Classroom** Sandra Stone, 2004-07 From philosophy and rationale to sample lesson plans and evaluation forms this complete design for the mixed age primary classroom provides practical answers to teachers administrators and parents questions about planning implementation environment curriculum management assessment and evaluation Reproducible forms and assessment tools ease use Grades K 6 Index Bibliography Illustrated Good Year Books 277 pages **Practical Assessments for Literature-based Reading Classrooms** Adele Fiderer, 1995 Discusses various assessment tools applicable to grades K 6 including self evaluation reading response notebooks and portfolio creation **Planning for Successful Reading and Writing Instruction in K-2** Antoinette Cerulli Fornshell, 2003-03 In this one of a kind resource a seasoned educator guides primary teachers through planning and managing a cohesive balanced literacy program She begins by asking them to consider district requirements national standards and our individual goals From there she demonstrates how to map out plans for each month week and day Chocked full of organizational tips sample plans and model lessons this book will make teachers feel empowered and in control For use with Grades K 2 **Lenses on Reading, Second Edition** Diane H. Tracey, Lesley Mandel Morrow, 2012-05-09 This widely adopted text explores key theories and models that frame reading instruction and research Readers learn why theory matters in designing and implementing high quality instruction and research how to critically evaluate the assumptions and beliefs that guide their own work and what can be gained by looking at reading through multiple theoretical

lenses For each theoretical model classroom applications are brought to life with engaging vignettes and teacher reflections Research applications are discussed and illustrated with descriptions of exemplary studies New to This Edition Current developments in theory research and instructional practices Useful pedagogical features in every chapter framing questions discussion ideas and learning activities Classroom applications give increased attention to English language learners and technology integration Coverage of additional theories Third Space Theory and theorists Bakhtin and Bourdieu **Reading Assessment to Promote Equitable Learning** Laurie Elish-Piper, Mona W. Matthews, Victoria J. Risko, 2022-07-06 Many standard reading assessment approaches fail to capture the strengths and needs of students from diverse sociocultural linguistic and academic backgrounds From expert authors this book guides educators in planning and conducting meaningful equitable assessments that empower K 5 teachers and students inform responsive instruction and help to guard against bias The book s holistic view of reading encompasses areas from text comprehension and constrained skills to building trusting relationships and promoting students agency Twenty eight assessment strategies are explained in step by step detail including helpful implementation examples and 32 reproducible forms that teachers can download and print in a convenient 8 1 2 x 11 size Formative Assessment in the New Balanced Literacy Classroom Margaret Mary Policastro, Becky McTague, Diane Mazeski, 2015-06 Now there s a way to blend balanced literacy and formative assessment This book infuses research based best practices of formative assessment through the lens of Common Core with assessment support in these areas read alouds guiding language into reading language and literacy centers and independent reading and writing It also includes the how for novice and veteran K 8 teachers administrators and school literacy teams Resources are included to help educators collect information and provide feedback to students **Developing Voice Through the Language Arts** Kathryn Henn-Reinke, GERALYN A. CHESNER, 2007 Let every voice be heard Developing Voice Through the Language Arts shows prospective teachers how to use the language arts to connect diverse students to the world around them and help them develop their own literate voices This book considers the integrated nature of the primary language arts reading writing listening speaking viewing and visually representing Authors Kathryn Henn Reinke and GERALYN A CHESNER encourage preservice and inservice teachers to take a reflective balanced approach in preparing to teach language arts

15314:TFK: NonFiction Readers:Early Fluent:Teacher's Resource Guide Chandra Prough, 2011-11-01

Teachers' Guide Ieva Hampson, 2001-10 PM Teacher s Guides provide a structured Guided Reading lesson plan for each PM title within that level Guided Reading the Four-Blocks® Way, Grades 1 - 3 Cunningham, Hall, 2008-08-27 Learn when and how to teach the Guided Reading block using Guided Reading the Four Blocks R Way for grades 1 3 This 224 page book gives a glimpse into classrooms that use the Guided Reading model within a balanced literacy program The book includes a list of materials needed comprehension skills and strategies and activities for before during and after reading a text It also includes a list of children s literature The book supports the Four Blocks R Literacy Model **Yellow Brick Roads** Janet

Allen,2024-11-01 Do you spend your days working with students who struggle to comprehend reading in literacy and content classes Are you looking for a way to establish comprehensive literacy instruction in your school or classroom so all students receive support in becoming competent and confident readers In *Yellow Brick Roads Shared and Guided Paths to Independent Reading* 4 12 Janet Allen offers research based methods for helping teachers move toward these goals This book provides research practical methods detailed strategies and resources for read aloud shared guided and independent reading In addition Janet outlines solutions for many of the literacy dilemmas that teachers face every day Understanding what gets in the way of reading Rethinking and reorganizing time and resources Providing support for content literacy Developing assessment practices that inform instruction Supporting reading as a path to writing instruction Establishing professional communities to support individual and school wide needs based research The appendixes include graphic organizers to support strategy lessons suggestions of titles for building classroom libraries as well as web sites and professional resources that support the teaching of reading *Yellow Brick Roads* will give you rich ideas detailed strategies and literature support for implementing those strategies At a time when many are looking for that elusive wizard to solve students reading problems this book helps you create your own paths to effective literacy environments **Questions & Answers About RTI** Heather Moran,Anthony Petruzzelli,2013-10-02 As Response to Intervention RTI models continue to attract a great deal of attention school and district leaders need to understand the structures needed the personnel required the challenges faced and rewards realized from RTI *Questions and Answers About RTI A Guide to Success* is designed to guide a school or district through the implementation of a new RTI program Moran and Petruzzelli deliver a concrete understanding of the components of a successful RTI model the resources needed and the underlying philosophy Educators will find this resource rich with practical examples and straight talk It also provides an easily understandable how to manual for teachers that are being asked to provide service in an RTI structure 15333:TFK: *NonFiction Readers:Early Fluent Plus:Teacher's Resource Guide* ,2011-12-01 PM Teachers' Guide Lesley Wing Jan,2001 The PM Teacher s Guides offer invaluable support and guidance to help you gain the maximum benefit from each of the Story Books Non fiction Books and Traditional Tales and Plays *Read! Explore! Imagine! Fiction Readers: Emergent Teacher's Guide* ,2013-05-01

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