

Meaningful Verbs for Writing Anecdotal Notes: Bridge Version

(adapted from Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. The Reading Teacher, 58 (3), 230-239.)

Verbs are taken from Foundations: Early learning standards for North Carolina preschoolers and strategies for guiding their success. Raleigh, NC: Department of Public Instruction, 2004. Verbs that are highlighted in **BOLD** are taken from (Pierce, Summer & O’DeKirk, in progress) The Bridge: A Portfolio Rating Scale of Preschoolers’ Oral and Written Language. Verbs that are in bold and that are underlined appear in both The Bridge and in Foundations.

These verbs should be used within a descriptive sentence or phrase that provides a clear “picture” of exactly what a child is doing and how he or she is doing it.

Language Development and Communication Widely Held Expectations (DPI, 2004)

Receptive Language	Expressive Language	Foundations for Reading	Foundations for Writing	Adults write down specific <u>examples</u> to describe a child understanding/using:
Understands...	<u>Uses ... to...</u>	Interested in...	Makes mark(s) for... (consisten/inconsistent)	Past, present, future tenses
Attends to...	Consistently responds to...by...	Uses print to...	Writes, uses symbols for...	New words*
Comprehends...	Identifies ... by...	<u>Shares books by...</u>	<u>Uses letters to...(indicate which letters)</u>	Questions, directions
Listens to...	<u>Uses gestures to...</u>	Enjoys..	<u>Makes lists by...</u>	Words* that express feelings
Identifies...	<u>Uses sign language to...</u>	Turns pages by...	<u>Creates messages by...</u>	Words* that share ideas
Recognizes...	<u>Uses facial</u>	Independently	<u>Makes signs by...</u>	Words* that share

	<u>expressions to...</u>	engages in...		information
Discriminates...	<u>Uses augmentative communication devices to...</u>	<u>Tells stories by...</u>	<u>Makes labels by...</u>	Words* that share beliefs
Indicates awareness by...	Discusses...	<u>Looks at pictures to...</u>	<u>Uses...(writing/drawing tools) by...</u>	Words* that share experiences
Displays joint attention by...	<u>Tells...</u>	<u>Recognizes print...</u>	<u>Uses writing in play by...</u>	Words* that initiate, establish, and maintain relationships
	Shows preferences by...	<u>Pretends to read by...</u>	<u>Creates stories by...</u>	Words* that initiate and engage in conversations
	Asks questions by...	<u>Holds a book...</u>	Represents thoughts by...	Pretend play to create, enact roles
	Vocalizes...	<u>Shows concept of word by...</u>	<u>Plays with writing letters...</u>	More complex and varied types of words and sentences
	Looks at...to...	<u>Identifies...(print) by...</u>	Makes letter like forms to...by...	<u>Stories, story books, simple information books, poetry</u>
	Points to... to communicate...	<u>Recognizes...(letters)</u>	Writes name by...	<u>Print</u>
	Labels...	<u>Names...(letters)</u>	Uses drawings to...	<u>Logos, Names</u>
	Comments on...by...	<u>Makes...(letter-sound matches) by...</u>	Scribbles to...	<u>Sounds in words</u>
	Relates stories by...	<u>Completes familiar rhymes by...</u>	Explores writing/drawing	<u>Letters</u>

			instruments...	
	Answers questions by...	<u>Shows syllables in words by...</u>		
		<u>Creates rhymes by...</u>		
	Imitates...	<u>Identifies rhymes by...</u>		
	Uses..from..(stories)	<u>Shows awareness of different words beginning with the same sound by...</u>		
	Predicts...by...	Segments sentences into words by...		
		Plays with sounds of language by...		
		Participates in ...by...		
		Follows rhythmic beat by...		
		Identifies environmental sounds by...		
		Segments and blends words by...		
		Explores letters by...		
		Plays with letters by...		
		Studies book pages...		
		Recognizes book by cover...		

		Makes print to speech connection...		
		Knows where to read...		
		Explores books by...		
		Browses pages...		

*"words" refer to use of speech, sign language, &/or picture communication symbols