Transitional Readers Checklist

For _____

Generally are able to. . .	Are learning to . . .
Reading Engagement	**Reading Engagement**
_____ select novel texts from leveled sets for independent reading _____ sustain independent reading for a short period of time. _____ tell about a favorite book.	_____ select novel texts from a range of leveled sets for independent reading. _____ sustain independent reading for a longer period of time. _____read several familiar and/or novel texts independently at one sitting. _____ read a beginning chapter book across several sittings. _____ read different genres (e.g., simple biographies, simple mysteries, poetry).
Oral Reading Fluency	**Oral Reading Fluency**
_____ scan pages from top to bottom to locate text. _____ hold the story line while accessing visual information _____ use meaning, structure, and visual information to problem-solve unknown words. _____ use dominant letter(s)/sounds(s) to confirm or discount word choice. _____ decode one-syllable words by sequentially blending letter sounds. _____ use familiar letter sequences (onsets and rimes) to decode unknown words. _____ use analogies to decode words with similar spelling patterns (e.g., d**ay**, m**ay**). _____ read in 2-3 word phrases	_____ use multiple cues to problem-solve quickly. _____ take words apart (onsets, rimes, endings, contractions, compound words) to decode unknown words. _____ search and monitor vowel patterns within words. _____ use analogies to decode words with common spelling patterns (e.g., *out*, *shout*). _____ quickly self-correct significant miscues. _____ read in longer phrases. _____ attend to and read punctuation. _____ read dialogue with expression. _____ read at an appropriate rate.

Information adapted from the Developmental Reading Assessment Teacher Guide, Pearson Learning Group

Comprehension	**Comprehension**
_____ preview a text; construct tentative meaning using the illustrations or photographs. _____ orally retell the story or information. _____ identify a favorite part of a story and tell why. _____ make text-to-self connections.	_____ make predictions based on prior knowledge, the book title, and oral book introductions. _____ extract more meaning from the text; rely less on the illustrations. _____ monitor meaning across pages/short chapters _____ recall main ideas and supporting details from previously read chapters or segments to continue constructing and monitoring meaning. _____ use fix-up strategies when meaning is not clear. _____ identify important ideas, details, and vocabulary to include in a retelling. _____ retell important ideas and details sequentially or in a logical order. _____ identify story elements (e.g., characters, setting, problem, solution). _____ make inferences and discuss what is implied or suggested in the text. _____ gain information from text features (e.g., book/chapter title(s), headings, table of contents). _____ understand basic information presented graphically (e.g., simple maps, charts, timelines). _____ make text-to-text connections. _____ identify the most important event and tell why it is important. _____ support opinions with examples from the text or personal experience.