Extending Readers Checklist

For _____

Generally are able to. . .	Are learning to . . .
Reading Engagement	**Reading Engagement**
_____ 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).	_____ select texts that match their reading level, interests, and purposes. _____ keep a record of books read. _____ read multiple books within a series, genre, or by an author. _____ identify and talk about favorite series, authors, and books. _____ increase independent reading stamina. _____ identify strengths as a reader. _____ identify things to learn or do in order to become a better reader.
Oral Reading Fluency	**Oral Reading Fluency**
_____ 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.	_____ read appropriately leveled texts with a high level of accuracy. _____ monitor meaning and use fix-up strategies when meaning is unclear. _____ search and monitor vowel patterns within words. _____ quickly take words apart (e.g. onsets rimes, endings, compound words) to decode words. _____ identify and use familiar consonant and vowel patterns to divide two-to-three syllable words. _____ use analogies to decode word segments with similar spelling patterns (e.g., th**ought**, b**ought**) _____ read with expression that conveys intended meaning. _____ read in longer, meaningful phrases. _____ adjust rate as needed.

Extending Stage of Reading

RDA DBM/12/07

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

Comprehension	Comprehension
_____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. _____ gain some information from text features (e.g., book/chapter title (s), headings, table of contents). _____ understand basic information presented graphically. _____ 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 text-to-self connections.	_____ engage with the text by accessing prior knowledge and initial information from the text to make meaningful predictions. _____ generate relevant questions before and during reading. _____ identify important ideas, details, and vocabulary to include in a summary. _____ compose a written summary using their own language, key ideas, and vocabulary from the text. _____ identify the most important event and tell why it is important. _____ make text-to-text and text-to-world connections. _____ support opinions with examples from the text or personal experience. _____ make inferences and discuss or record what is implied or suggested in the text. _____ understand the meaning of common prefixes (e.g., re-, un-) and suffixes (e.g., -less, -ful). _____ participate in book discussions. _____ understand the purpose of titles/headings, boldface words, glossary, and captions. _____ use titles/headings as a basis for predictions and questions. _____ use boldface words, glossary, and captions to clarify meaning. _____ skim to locate and/or recheck information. _____ locate and restate information within the text to respond to literal questions. _____ interpret information presented graphically (e.g., basic charts, graphs, maps, diagrams).

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