Extending Readers Checklist - 40

For _____

Generally are able to. . .	Are learning to . . .
Reading Engagement	**Reading Engagement**
_____ keep a record of books read _____ read multiple books within a series, genre, or by an author _____ increase independent reading stamina. _____ read different genres (e.g. biographies, mysteries, poetry, informational, on line text)	_____ select texts that match their reading level, interests, and purposes _____ identify and talk about favorite series, authors, and books _____ identify strengths as a reader _____ identify things to learn or do in order to become a better reader
Oral Reading Fluency	**Oral Reading Fluency**
_____ read appropriately leveled texts with a high level of accuracy _____ monitor meaning and use fix-up strategies when meaning is unclear _____ identify and use familiar consonant and vowel patterns to divide two-to-three syllable words _____ use multiple cues to problem-solve novel words quickly _____ use analogies to decode multi-syllabic words _____ quickly self-correct significant miscues _____ read in longer phrases _____ attend to and read punctuation _____ read with expression that conveys intended meaning _____ read at an appropriate rate	_____ use analogies to decode word segments with similar spelling patterns (e.g., addi**tion**, b**ought**) _____ read in longer, meaningful phrases with effective expression _____ adjust rate as needed
Comprehension	**Comprehension**
_____ 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

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

_____ understand the meaning of common prefixes (e.g., re,un) and suffixes (e.g. less, ful) _____ comprehend what is read (silently and/orally) _____ recall main ideas and supporting details from previously read chapters or segments to continue constructing and monitoring meaning. _____ gain some information from text features (e.g., book/chapter title (s), headings, table of contents). _____ read and understand information presented graphically. _____ identify story elements (e.g., characters, setting, problem, solution) _____ understand the purpose of titles/headings, bolded words, glossary, and captions _____ use titles/headings as a basis for predictions and questions	_____ identify meaning units within two-to-three syllable words (base/root words and affixes) to determine the meaning _____ 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. _____ interpret implied meaning and/or information _____ identify important event(s) or information _____ read and interpret information presented geographically (e.g. charts, graphs, maps, diagrams) _____ use bolded words, glossary, and captions to clarify meaning _____ skim to locate and/or recheck information _____ make text to text connections _____ determine what the author is trying to say (message/theme) _____ identify the most important event and tell why it is important _____ support opinions with examples from the text or personal experience _____ understand emotional content to support meaning _____ locate and restate information within the text to respond to literal questions _____ make inferences and discuss/record what is implied or suggested in text _____ support responses (e.g., inferences, connections, opinions) with information from the text and/or personal experience _____ reflect on and determine importance, and/or evaluate what is read _____ tell why an event or message is important _____ participate in book discussions