Extending Readers Checklist- 60

For _____

Generally are able to. . .	Are learning to . . .
Reading Engagement	**Reading Engagement**
_____ select texts that match their reading level, interests, and purposes. _____ identify strengths as a reader _____ keep a record of books read _____ read different genres (e.g., biographies, mysteries, informational text, poetry, online text	_____ identify things to learn or do in order to become a better reader _____ select literary texts _____ select portions of texts for specific purposes
Oral Reading Fluency	**Oral Reading Fluency**
_____ read with a high level of accuracy. _____ adjust rate as needed _____ monitor meaning _____ decode words automatically _____ quickly self-correct significant miscues	_____ read with effective expression _____ read orally and silently at a rapid rate
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 _____ identify important ideas, details, and vocabulary in a text _____compose a written summary using their own language and key ideas and vocabulary from the text _____ understand meaning of novel vocabulary in context. _____ make a text-text connections _____ use a variety of resources to clarify meaning	_____ identify meaning units within multi-syllable words to determine the meaning (e.g., agronomy, homogenous) _____ interpret implied meaning and/or information _____ identify important event(s) or information _____ interpret and synthesize information presented graphically (e.g., charts, graphs, maps, diagrams) _____ identify the message/theme _____ understand emotional content to support meaning _____ skim to locate and/or recheck information

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

_____ identify the most important event and tell why it is important _____ support opinions with examples from the text or personal experience _____ use titles/headings as a basis for predictions and questions _____ locate and restate information within the text to respond to literal questions _____ recall main ideas and supporting details from previously read chapters to continue constructing and monitoring meaning _____ use text features (e.g., book/chapter title(s), headings, table of contents) to predict and respond to text _____ read and understand information presented graphically _____ identify story elements (e.g., characters, setting, problem, solution)	_____ make inferences and discuss/record what is implied or suggested in the 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