Early Readers Checklist

For _____

Generally are able to. . .	Are learning to . . .
Reading Engagement	**Reading Engagement**
_____ select familiar texts for independent reading _____ read familiar patterned texts independently for a short period of time. _____ tell about a favorite book.	_____ select new texts from a range of leveled sets for independent reading. _____ sustain independent reading for a longer period of time.
Oral Reading Fluency	**Oral Reading Fluency**
_____ consistently match one-to-one _____quickly recognize high-frequency words (e.g. the ,I, in, he). _____monitor using known words and text-picture match. _____quickly identify familiar letter/sound relationships. _____use beginning letter/sound relationships to problem-solve words.	_____ 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**, n**ight**). _____ read in 2-3 word phrases _____ read dialogue with expression.

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

Comprehension	**Comprehension**
_____ understand the words used to talk about printed language concepts (e.g. word, letter, begin, end, first last, sound, and so on). _____ talk about what is happening in the illustrations or photographs. _____ recall some events in a story. _____ talk about favorite part of the book or story	_____ 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.