Reading Decoding Fluency Checklist
(Hudson et al., 2004; Rasinski, 1994)

**Directions:** Use this checklist to inventory the skills that make up or are a natural outgrowth of 'reading decoding fluency'. Any sub-skill that is marked ‘N[0]’ is a likely target for intervention.

### Phonemic Awareness (Hudson et al., 2004)

- **Y| N| More data needed**
  - **Letter-Sound Correspondence.** The student is able to identify the sounds corresponding to specific letters and letter combinations.

- **Y| N| More data needed**
  - **Letter-Sound Blending.** The student can blend the letter sounds that make up a word to correctly pronounce that word.

### Alphabetic Principle (Hudson et al., 2004)

- **Y| N| More data needed**
  - **Letter-Sound Correspondence.** The student is able to identify the sounds corresponding to specific letters and letter combinations.

- **Y| N| More data needed**
  - **Grapheme-to-Phoneme Decoding.** The student can fluently decode all graphemes (letters and letter combinations) that correspond to a particular phoneme (basic unit of speech sound). For example, the student can correctly identify words in which f, ph, and gh represent the phoneme /f/.

- **Y| N| More data needed**
  - **Phonogram Recognition.** The student is fluent in recognizing within-word phonograms (collections of letters common across groups of words such as -ake or -ick) that help to speed word decoding.

### Vocabulary (Hudson et al., 2004)

- **Y| N| More data needed**
  - **Sight-Word Vocabulary.** The student has a sufficient sight-word vocabulary available to boost reading fluency.

### Decoding Fluency (Hudson et al., 2004)

- **Y| N| More data needed**
  - **Fluid Use of Decoding Strategies.** The student decodes text fluently by (1) translating graphemes (letters) into their phonemes (sounds) and then blending graphemes into a word; (2) using recognition of phonograms (familiar letter combinations appearing within words) to aid in decoding; and (3) having a large collection of sight words memorized for instantaneous word recognition.

### Comprehension (Rasinski, 1994)

- **Y| N| More data needed**
  - **Reading With Expression.** When reading text aloud, the student reads with expression and inserts pauses as appropriate for within-sentence and between-sentence 'phrase breaks'.

**References:**


Reading Comprehension Checklist
(National Reading Panel, 2000; Pressley & McDonald, 1997)

**Directions:** Use this checklist to inventory students’ reading comprehension skills. Any comprehension sub-skill that is marked ‘N[0]’ is a likely target for intervention.

**Before reading the text, the student:**

- **Y| N| More data needed**
  - Articulates his or her general purpose or reason for reading the text

- **Y| N| More data needed**
  - Sets specific goals, expectations, or outcomes to be attained by reading the selection

- **Y| N| More data needed**
  - Previews the text (e.g., looking over chapter and section headings, examining illustrations, tables, and figures) to build a preliminary mental map of the content

- **Y| N| More data needed**
  - Identifies sections of the text that are more relevant or less relevant to the reader’s goals

- **Y| N| More data needed**
  - Adopts a ‘reading plan’ to most efficiently accomplish the pre-set goals

**While reading the text, the student:**

- **Y| N| More data needed**
  - Accesses his or her ‘prior knowledge’ of the topic to more fully understand the meaning of the text

- **Y| N| More data needed**
  - Continually monitors his or her understanding of the reading

- **Y| N| More data needed**
  - Uses strategies as needed to define the meanings of unknown words, to memorize content, and to overcome other difficulties encountered during reading.

- **Y| N| More data needed**
  - Engages in closer, more careful reading in those sections of the text that relate specifically to the student’s reading goals

- **Y| N| More data needed**
  - Dialogs with the writer by recording information (e.g., in notes written in the page margin or in a reader’s diary) about points of uncertainty, confusion, agreement, or disagreement, further elaborations of an idea presented in the text, etc

- **Y| N| More data needed**
  - Jumps back and forth in the text as needed to check facts, clear up confusion, or answer questions

**When finished reading the text, the student:**

- **Y| N| More data needed**
  - Makes use of ‘text lookback’, rereading sections of the text if needed to clarify understanding, clear up confusion, or more fully comprehend content

- **Y| N| More data needed**
  - Reviews notes from his or her reading to summarize the ‘gist’ (key ideas) of the text

- **Y| N| More data needed**
  - Continues to think about the text and the relation of its ideas or content to previous readings or the student’s own knowledge and experiences

**References:**


Directions: Use this checklist to inventory students' writing skills. Any sub-skill that is marked 'N[o]' is a likely target for intervention.

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Writing Process (Cont.)

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| __Y| __N| __More data needed |   |
| __Y| __N| __More data needed |   |
| __Y| __N| __More data needed |   |

- **STEP 2: DRAFTING.** The student writes or types the composition.
- **STEP 3: REVISION.** The student reviews the content of the composition-in-progress and makes changes as needed. After producing an initial written draft, the student considers revisions to content before turning in for a grade or evaluation.
- **STEP 4: EDITING.** The student looks over the composition and corrects any mechanical mistakes (capitalization, punctuation, etc.).
- **STEP 5: 'PUBLICATION'.** The student submits the composition in finished form.

Other Writing-Related Elements

| __Y| __N| __More data needed |   |
| __Y| __N| __More data needed |   |
| __Y| __N| __More data needed |   |

- **Adequate ‘Seat Time’.** The student allocates realistic amount of time to the act of writing to ensure a quality final product.
- **Plagiarism.** The student accurately identifies when to credit authors for use of excerpts quoted verbatim or unique ideas taken from other written works.
- **Timely Submission.** The student turns in written assignments (class work, homework) on time.

References: