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[o]’ should be targeted for intervention.

Before reading the text, the student:

- Articulates his or her general purpose or reason for reading the text

- Sets specific goals, expectations, or outcomes to be attained by reading the selection

- 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

- Identifies sections of the text that are more relevant or less relevant to the reader’s goals

- Adopts a ‘reading plan’ to most efficiently accomplish the pre-set goals

While reading the text, the student:

- Accesses his or her ‘prior knowledge’ of the topic to more fully understand the meaning of the text

- Continually monitors his or her understanding of the reading

- Uses strategies as needed to define the meanings of unknown words, to memorize content, and to overcome other difficulties encountered during reading.

- Engages in closer, more careful reading in those sections of the text that relate specifically to the student’s reading goals

- 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

- 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:

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

- Reviews notes from his or her reading to summarize the ‘gist’ (key ideas) of the text

- 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:
