

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:

- | | |
|---|---|
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Articulates his or her general purpose or reason for reading the text</i> |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Sets specific goals, expectations, or outcomes to be attained by reading the selection</i> |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>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</i> |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Identifies sections of the text that are more relevant or less relevant to the reader's goals</i> |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Adopts a 'reading plan' to most efficiently accomplish the pre-set goals</i> |

While reading the text, the student:

- | | |
|---|---|
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Accesses his or her 'prior knowledge' of the topic to more fully understand the meaning of the text</i> |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Continually monitors his or her understanding of the reading</i> |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Uses strategies as needed to define the meanings of unknown words, to memorize content, and to overcome other difficulties encountered during reading.</i> |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Engages in closer, more careful reading in those sections of the text that relate specifically to the student's reading goals</i> |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>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</i> |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Jumps back and forth in the text as needed to check facts, clear up confusion, or answer questions</i> |

When finished reading the text, the student:

- | | |
|---|--|
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Makes use of 'text lookback', rereading sections of the text if needed to clarify understanding, clear up confusion, or more fully comprehend content</i> |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Reviews notes from his or her reading to summarize the 'gist' (key ideas) of the text</i> |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>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</i> |

References:

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (NIH Publication No. 00-4754). Washington, DC: National Institute of Child Health and Human Development.

Pressley, M., & Wharton-McDonald, R. (1997). Skilled comprehension and its development through instruction. *School Psychology Review*, 26(3), 448-467.