



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 (name):

Y	N	More data needed	Can articulate his/her general purpose or reason for reading the text
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Y	N	More data needed	Sets specific goals, expectations, or outcomes to be attained by reading by reading the selection
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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
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Y	N	More data needed	Identifies sections of the text that are more relevant or less relevant to the reader's goals
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Y	N	More data needed	Adopts a 'reading plan' to most efficiently accomplish the pre-set goals
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While reading the text, the student:

Y	N	More data needed	Accesses his/her prior knowledge of the topic to more fully understand the meaning of the text.
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Y	N	More data needed	Continually monitors his/her understanding of the reading
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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
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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
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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.
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Y	N	More data needed	Jumps back and forth in the text as needed to check facts, clear up confusion, or answer questions
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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
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Y	N	More data needed	Reviews notes from his/her reading to summarize the 'gist' (key ideas) of the text
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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
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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.