



Emergent Reader Skills and Techniques Checklist

Name: _____ Date Range: _____

Observe the student's demonstration of skills and techniques over time in a range of contexts. Using a level designation, indicate the degree of control.

Skill or technique	Observed in shared reading context	Observed in guided reading context	Observed in independent practice
One-to-one matching of words			
Directionality: Left to right, top down			
Directionality: Return sweep			
Uses illustrations, context, and prior experience to make meaning and solve new words			
Demonstrates control of an increasing bank of high-frequency words			
Rereads to confirm			
Attempts unknown words using initial letters			
Starts to look through words (e.g., noticing inflections, familiar chunks)			
Connects sounds to letters			
Understands the difference between letter and word			
Knows uppercase and lowercase letters and sounds			
Reads short phrases			
Reads at appropriate rate for text			



Early Reader Skills and Techniques Checklist

Name: _____ Date Range: _____

Observe the student's demonstration of skills and techniques over time in a range of contexts. Using a level designation, indicate the degree of control.

Skill or technique	Observed in shared reading context	Observed in guided reading context	Observed in independent practice
Tracks print with eyes except at challenge points			
Reads increasingly complex sentence structures			
Applies understanding of simple punctuation to reading			
Begins to read familiar texts silently			
Uses illustrations, context, and prior experience to make meaning and solve new words			
Rereads to confirm, check accuracy, and solve words			
Demonstrates control of a large bank of high-frequency words			
Attempts unknown words using word chunks			
Looks through words			
Recognizes patterns and similarities in words			
Predicts words based on meaning and storyline			
Uses table of contents, index, labels, and other non-fiction features			
Demonstrates phrased and expressive reading			
Adjusts rate			



Transitional Reader Skills and Techniques Checklist

Name: _____ Date Range: _____

Observe the student's demonstration of skills and techniques over time in a range of contexts. Using a level designation, indicate the degree of control.

Skill or technique	Observed in shared reading context	Observed in guided reading context	Observed in independent practice
Reads increasingly complex and lengthy texts			
Maintains interest and meaning while reading a text over a period of days			
Reads silently for an increasing period of time			
Reads a range of genres			
Reads for a variety of purposes			
Rereads to confirm, improve expression and phrasing, and solve words			
Demonstrates fluent control of an extensive bank of high-frequency words			
Efficiently solves unknown words using word chunks			
Predicts words based on meaning and storyline			
Uses a variety of techniques to solve words quickly			
Demonstrates phrased and expressive reading			
Applies understanding of punctuation			
Adjusts rate			
Uses organizational features of non-fiction texts to aid comprehension			



Comprehension Strategies (Individual Profile)

Name: _____ Date Range: _____

Observe the student's demonstration of comprehension over time in a range of contexts. Using a level designation, indicate the depth of control and use of the comprehension strategy.

Comprehension strategy	Observed in shared reading context	Observed in guided reading context	Observed in independent practice
Self-monitors (cross-checks using cueing systems)			
Self-corrects			
Makes connections			
Predicts			
Asks and answers questions			
Infers			
Visualizes			
Retells			
Synthesizes			
Identifies point of view			
Determines important information			
Identifies main idea of story			
Uses text form and pattern to help make meaning			



High-Frequency Word Checklist

Name: _____ Date Range: _____

	Read in isolation	Read in context	Used in writing
a			
after			
all			
am			
an			
and			
are			
as			
asked			
at			
away			
be			
because			
before			
big			
boy			
but			
by			
came			
can			
children			
come			
could			
dad			
day			
did			
do			
don't			
down			
for			
from			
get			
girl			
go			
going			
good			
had			

	Read in isolation	Read in context	Used in writing
has			
have			
he			
her			
here			
him			
his			
how			
I			
if			
in			
into			
is			
it			
just			
know			
like			
little			
look			
make			
me			
mom			
my			
no			
not			
now			
of			
off			
old			
on			
one			
or			
our			
out			
play			
put			
ran			

	Read in isolation	Read in context	Used in writing
run			
said			
saw			
says			
see			
she			
shouted			
so			
some			
than			
that			
the			
then			
there			
they			
this			
three			
to			
too			
two			
up			
us			
very			
want			
was			
we			
went			
what			
when			
where			
who			
will			
with			
would			
yes			
you			
your			