

Name of Student: _____

Date/s: _____

Title of book/s read to complete checklist: _____ Fiction Factual

Checklist for identifying reading difficulties at each of the levels of text

Tick each box that identifies the student's demonstrated reading behaviour and give examples.

Levels of text	Knowledge of writing conventions, the 'what' of reading.	Examples of the student's demonstrated reading behaviour
<p>WORD LEVEL</p> <p><i>Word bank may have less accurate sound and/or spelling forms.</i></p>	<p><i>The student:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> has difficulty blending sounds to form a word <input type="checkbox"/> has difficulty sounding out words into sounds (segmenting) <input type="checkbox"/> has difficulty identifying letters and/or letter clusters <input type="checkbox"/> takes longer to recall names and sounds of letters, letter clusters and words <input type="checkbox"/> has difficulty using letter cluster knowledge used in one word to assist reading another word with a similar cluster pattern- analogy (eg. Reads <u>went</u>, should be able to read <u>sent</u>, <u>want</u>.) <input type="checkbox"/> doesn't recognise letter clusters (e.g. sp-<u>ent</u>) or digraphs (e.g. oa / th) in words <input type="checkbox"/> is inconsistent with letter identification, learning the visual code <p><i>The student relies heavily on these reading strategies;</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> predicts words on the basis of an individual letter and/or a letter cluster <input type="checkbox"/> converts each letter to a sound and blends sounds <input type="checkbox"/> overuses picture cues to read an unknown word <input type="checkbox"/> segments words into letters or inappropriate clusters (e.g. wi-nd-ow) 	
<p>SENTENCE LEVEL</p>	<p><i>The student:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> has restricted, immature grammar <input type="checkbox"/> demonstrates limited use of punctuation to gain sequence of meaning <input type="checkbox"/> is less likely to use rehearsal and/or chunking strategies <input type="checkbox"/> has limited recall of a story just read <input type="checkbox"/> does not re-read sentences to assist comprehension <input type="checkbox"/> does not paraphrase text read <input type="checkbox"/> has difficulty generating questions about text <input type="checkbox"/> has difficulty visualising information from text <input type="checkbox"/> reads word-by-word, <input type="checkbox"/> with uneven flow, <input type="checkbox"/> in monotone 	
<p>CONCEPTUAL AND TOPIC LEVELS</p> <p><i>Knowledge may be organised in episodes with contextual links rather than in a networked format</i></p>	<p><i>The student:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> makes limited use of prior knowledge to assist reading new texts <input type="checkbox"/> makes limited use of title & pictures as part of story orientation <input type="checkbox"/> appears unable to link ideas occurring early in a text to ideas that occur later in the same text <input type="checkbox"/> does not demonstrate knowledge of genre type <input type="checkbox"/> does not elaborate, infer, predict and/or summarise while reading 	

Self-management and control strategies

Examples of strategies you might see student's use are:

- *initiate corrective action *decide when to re-read *review or consolidate what they have read
- *monitor how their reading is progressing *take further strategic action if necessary * review and self-question
- *self-correct *organise the information gained from reading to fit purpose for reading * uses contextual cues

Please tick the most appropriate box

- This student **has the knowledge and demonstrates** reading strategies
- This student **has the knowledge but does not demonstrate** reading strategies
- This student **does not have the knowledge or demonstrate** reading strategies
- Overuses one or two of these reading strategies

Oral language knowledge

The student may have difficulty in oral language

at word level,

- learning how words are said ('crinimal' for 'criminal')
- less aware of sounds in words
- remembering names of items
- difficulty building a word bank (receptive vocabulary)
- smaller expressive vocabulary
- difficulty learning word meanings
- a less developed network of word meanings (e.g. antonyms, synonyms)

at sentence level

- understanding complex grammatical forms in oral comprehension

at conceptual level

- how ideas are linked into themes

at topic or theme level

- how a theme is communicated in a narrative, description

at the pragmatic or dispositional level

- how the social context affects how ideas are communicated
- the attitudes and values of the writer towards the ideas in the text.

Examples of the student's demonstrated reading behaviour

Experiential knowledge

The student demonstrates:

- use of personal experiences
- visual imagery knowledge
- motor knowledge
- knowledge of symbols

Examples of the student's demonstrated reading behaviour

Sensory input to the knowledge base and motor aspects of expressive language

Auditory input

- The student has a history of hearing problems

Visual input

- The student has a history of vision problems

Motion input

- The student has a history of motor problems

Articulatory processes

- The student has a history of speech problems

Adapted from John Munro's MLOTP model (2002)

Complete this checklist over a number of reading sessions.

Tape student's reading output, then have the student retell the chosen text in their own words, onto the same tape. Use the tape to complete the checklist.

Use the completed checklist to guide your teaching for the student, at each level of text.

http://online.edfac.unimelb.edu.au/LiteracyResearch/pub/teaching_strategies/checklist.htm