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.

<table>
<thead>
<tr>
<th>Levels of text</th>
<th>Knowledge of writing conventions, the ‘what’ of reading.</th>
<th>Examples of the student’s demonstrated reading behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORD LEVEL</strong>&lt;br&gt;Word bank may have less accurate sound and/or spelling forms.</td>
<td>The student:</td>
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<tr>
<td></td>
<td>□ has difficulty blending sounds to form a word</td>
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<td></td>
<td>□ has difficulty sounding out words into sounds (segmenting)</td>
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<td></td>
<td>□ has difficulty identifying letters and/or letter clusters</td>
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<td></td>
<td>□ takes longer to recall names and sounds of letters, letter clusters and words</td>
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<td></td>
<td>□ has difficulty using letter cluster knowledge used in one word to assist reading another word with a similar cluster pattern-analogy (eg. Reads went, should be able to read sent, want.)</td>
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<tr>
<td></td>
<td>□ doesn’t recognise letter clusters (e.g. sp-ent) or digraphs (e.g. oa / th) in words</td>
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<td></td>
<td>□ is inconsistent with letter identification, learning the visual code</td>
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<td></td>
<td>The student relies heavily on these reading strategies;</td>
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<td></td>
<td>□ predicts words on the basis of an individual letter and/or a letter cluster</td>
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<td></td>
<td>□ converts each letter to a sound and blends sounds</td>
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<td></td>
<td>□ overuses picture cues to read an unknown word</td>
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<td></td>
<td>□ segments words into letters or inappropriate clusters (e.g. wi-nd-ow)</td>
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<tr>
<td><strong>SENTENCE LEVEL</strong></td>
<td>The student:</td>
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<tr>
<td></td>
<td>□ has restricted, immature grammar</td>
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<td></td>
<td>□ demonstrates limited use of punctuation to gain sequence of meaning</td>
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<td></td>
<td>□ is less likely to use rehearsal and/or chunking strategies</td>
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<td></td>
<td>□ has limited recall of a story just read</td>
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<td></td>
<td>□ does not re-read sentences to assist comprehension</td>
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<td>□ does not paraphrase text read</td>
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<td></td>
<td>□ has difficulty generating questions about text</td>
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<td></td>
<td>□ has difficulty visualising information from text</td>
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<tr>
<td></td>
<td>□ reads word-by-word, □ with uneven flow, □ in monotone</td>
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<tr>
<td><strong>CONCEPTUAL AND TOPIC LEVELS</strong></td>
<td>The student:</td>
<td></td>
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<tr>
<td>Knowledge may be organised in episodes with contextual links rather than in a networked format.</td>
<td>□ makes limited use of prior knowledge to assist reading new texts</td>
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<tr>
<td></td>
<td>□ makes limited use of title &amp; pictures as part of story orientation</td>
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<td></td>
<td>□ appears unable to link ideas occurring early in a text to ideas that occur later in the same text</td>
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<td></td>
<td>□ does not demonstrate knowledge of genre type</td>
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<td></td>
<td>□ does not elaborate, infer, predict and/or summarise while reading</td>
<td></td>
</tr>
</tbody>
</table>
### Self-management and control strategies

Examples of strategies you might see student's use are:
- initiate corrective action
- decide when to re-read
- monitor how their reading is progressing
- take further strategic action if necessary
- review or consolidate what they have read
- 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 (‘criminal’ 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.

#### 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

<table>
<thead>
<tr>
<th>Auditory input</th>
<th>Visual input</th>
<th>Motion input</th>
<th>Articulatory processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has a history of hearing problems</td>
<td>The student has a history of vision problems</td>
<td>The student has a history of motor problems</td>
<td>The student has a history of speech problems</td>
</tr>
</tbody>
</table>

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.


10.07.06