

TEXT COMPREHENSION CHECKLIST

Standard-Content Knowledge The student...	Classroom Learning
<p>1. has opportunities to develop fluent text reading skills through development of automatic word reading and access to 'just right' text of different genres (styles of text).</p> <p>Examples of genres include</p> <ul style="list-style-type: none"> -narratives (stories) -exposition (factual text) -compare/contrast -argument 	<p><i>The student has multiple opportunities to access text at her level and to automatically read words related to previous phonetic, syllable, and sight word instruction.</i></p>
<p>2. understands that she has responsibilities before she reads, while she reads, and after she reads in order to understand text.</p>	<p><i>The student can</i></p> <ul style="list-style-type: none"> a.) <i>explain the reason she is reading, think about what she already knows about the topic, and explore new vocabulary <u>before</u> and <u>while</u> reading.</i> b.) <i>ask questions about the text, visualize what is happening, make inferences & predictions, and draw conclusions <u>while</u> she is reading.</i> c.) <i>use graphic organizers, take notes, retell & summarize, and compare texts (depending on grade-levels) <u>while</u> and <u>after</u> she is reading.</i>
<p>3. recognizes the characteristics of different text genres – e.g. narratives (stories), exposition (factual text), comparison/contrast, and argument.</p>	<p><i>The student understands the purpose of each different genre of writing and recognizes the structure & format of each type of genre.</i></p>

<p>4. understands that writing and comprehension support each other and that writing activities need to be a part of building comprehension of text.</p>	<p><i>The student will use writing to express what she knows from a text she has read.</i></p> <p><i>The student will use writing as a way to develop better recall and a deeper understanding of text she has read.</i></p>
<p>5. understands the language of a text, its underlying ideas (meaning), and how the text fits in with other related texts and ideas.</p>	<p><i>The student has opportunities address each of these components of a text through speaking and/or writing.</i></p>
<p>6. recognizes how background knowledge, vocabulary, reasoning ability, text structure, and reading strategies each contribute to understanding of text.</p>	<p>-Access Point/Entry Level <i>The teacher understands how much that a piece of <u>information</u>, a <u>concept</u>, or a <u>strategy</u> needs to be broken down for the student to first learn/master it. The teacher then introduces and teaches in that way.</i></p> <p>-Multisensory Tools <i>The teacher understands how to use Multisensory Tools to help a student master a skill.</i></p> <p>-Reinforcement <i>The teacher understands how much review and practice a student needs to fully understand and use a skill independently.</i></p>