

Checklist For Prediction

Student Names																				
Predicts likely events or outcomes: <ul style="list-style-type: none"> • Before reading • During reading 																				
Uses relevant prior knowledge (e.g. relevant personal experiences, text structure, text features, and knowledge of author) to form and justify predictions.																				
Supports predictions with evidence from the text and explains inferences .																				
Monitors predictions formed before and during reading, and compares them with the actual text																				
Confirms, disconfirms and modifies predictions in light of new information																				
Discusses predictions with peers, teachers and other adults																				
Explains how forming and justifying predictions helps own reading comprehension																				
Reflects on own use of prediction when reading																				
Sets goals for improving use of prediction-related strategies																				

Adapted from Teaching Comprehension: An Interactive Professional Development Course (grades K-2, 3-6, and 6-9)
 by Diane Snowball, Faye Bolton, Sheena Hervey et al.
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Checklist For Questioning

Student names

<p>Questioning the Author</p> <p>Initiates questions</p> <ul style="list-style-type: none"> • Before reading • During reading • After reading 																				
<p>Asks follow-up questions during reading (e.g. What does the author mean here? Does the author explain this clearly? How could the author have said this more clearly? What would you say instead?)</p>																				
<p>Question Answer Relationships</p> <ul style="list-style-type: none"> • Notices when answers to questions are clearly stated in the text • Infers answers to questions using text evidence and own knowledge • Uses own background knowledge to answer questions 																				
<p>Discusses which question and answer relationship is best for answering a question, and says why.</p>																				
<p>Uses questioning to monitor understanding</p>																				
<p>Discusses questions with peers and teachers/adults</p>																				
<p>Uses post-its, jottings, highlights or underlines text to document questions</p>																				
<p>Explains how questioning helps own reading comprehension</p>																				
<p>Reflects on own use of questioning</p>																				
<p>Sets goals for improving performance</p>																				

Checklist For Summarizing

Student Names

When summarizing a text, the student: Remembers <ul style="list-style-type: none"> important ideas events details 																						
Connects important ideas to each other																						
Integrates new knowledge with prior understandings																						
Uses text to support summaries																						
Integrates information from <ul style="list-style-type: none"> Personal experiences Other texts World knowledge 																						
Summarizes throughout the reading of the text																						
Uses post-its, jottings, highlights or underlines text to document important sections.																						
Discusses summaries with peers and teachers/adults																						
Explains how summarizing helps own reading comprehension																						
Reflects on own use summarizing																						
Sets goals for improving performance																						

