|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student Name: |  | Grade: |  | Date of Birth: |  |
| Tier I Teacher: |  | School: |  | Date of Review: |  |

Checklist should be completed by the educator responsible for Tier I reading instruction. Forward the completed form to the intervention teacher who is compiling records that support referral for SPED evaluation.

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| --- | --- | --- | --- | --- | --- |
|  | ***The Student:*** | ***Yes*** | ***No*** | ***Sometimes*** | ***Not a******Grade Level Expectation*** |
| ***1.*** | Orients books in the proper position and turns pages left to right |  |  |  |  |
| ***2.*** | Attempts to read using picture and context cues |  |  |  |  |
| ***3.*** | Recognizes common words in text |  |  |  |  |
| ***4.*** | Begins to use phonetic cueing system (e.g. beginning sounds) |  |  |  |  |
| ***5.*** | Uses Decoding Skills |  |  |  |  |
| ***5a.*** | * Uses common vowels & patterns, consonant sounds & blends, digraphs, diphthongs
 |  |  |  |  |
| ***5b.*** | * Applies rules of syllabication
 |  |  |  |  |
| ***5c.*** | * Demonstrates knowledge of prefixes and suffixes
 |  |  |  |  |
| ***5d.*** | * Demonstrates knowledge of compound words
 |  |  |  |  |
| ***6.*** | Uses context clues |  |  |  |  |
| ***7.*** | Automatically recognizes previously taught vocabulary (sight or reading vocab.) |  |  |  |  |
| ***8.*** | Demonstrates fluent oral reading |  |  |  |  |
| ***9.*** | Comprehends Complex Sentence Structure |  |  |  |  |
| ***9a.*** | * Understands passive voice (…mice were eaten by the cat.)
 |  |  |  |  |
| ***9b.*** | * Understands relative clauses (…the cake that Mac ate.)
 |  |  |  |  |
| ***9c.*** | * Understand direct and indirect quotes within a passage
 |  |  |  |  |
| ***9d.*** | * Understands pronoun reference (he = Billy)
 |  |  |  |  |
| ***10.*** | Recognizes Different Uses of Words Depending on Context |  |  |  |  |
| ***10a.*** | * Recognizes meanings of antonyms and synonyms
 |  |  |  |  |
| ***10b.*** | * Recognizes multiple meanings (fly – a fly, to fly)
 |  |  |  |  |
| ***10c.*** | * Understands figurative languages (“Hold your horses!”)
 |  |  |  |  |
| ***10d.*** | * Differentiates homonyms (rode – road)
 |  |  |  |  |
| ***11.*** | Comprehends Age and/or Grade Appropriate Passages |  |  |  |  |
| ***11a.*** | * Summarizes a story or passage
 |  |  |  |  |
| ***11b.*** | * Identifies the main idea of a selection
 |  |  |  |  |
| ***11c.*** | * Identifies supporting details
 |  |  |  |  |
| ***11d.*** | * Compares and contrasts stories, characters, events, etc.
 |  |  |  |  |
| ***12.*** | Uses Printed Materials for a Variety of Purposes |  |  |  |  |
| ***12a.*** | * Makes and confirms predictions
 |  |  |  |  |
| ***12b.*** | * Understands an author’s purpose
 |  |  |  |  |
| ***12c.*** | * Locates details and facts to answer questions and draw conclusions
 |  |  |  |  |
| ***12d.*** | * Uses printed material to gather information (i.e. Reports, personal interest, etc.)
 |  |  |  |  |
| ***13.*** | Follows a sequence of written directions to complete a task |  |  |  |  |
| ***14.*** | Comprehends materials from a variety of sources |  |  |  |  |

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| Received by Referring Teacher: |  | Date: |  |

Signature