




Independent Reading Checklist for Content-Area Reading

We encourage you not to photo-copy these checklists and distribute them. Examples are indispensable, but they are jumping-off points offered as reproducibles only for your easy reference. Be thoughtful about which reading strategies you have already modeled and which you should model more often. Also, be aware of how many might overwhelm students.

Name: _____	
Date: _____	Reading material: _____
Directions: While reading your nonfiction article or book, stop to reflect on your thinking before, during, and after reading. Place tally marks on the lines to show every time you did the action in the different sections. This activity will train your brain to think through reading in powerful ways.	
 Before Reading	
_____	I preview the section or chapter by looking at and thinking about the boldface or italic headings and vocabulary.
_____	I skim the chapter to have an idea of how it is organized.
_____	I read the sentences around boldface words that are unfamiliar.
_____	I read the captions, charts, graphs, and diagrams.
_____	I develop ideas of what I already know about this topic.
_____	I review the purposes that the teacher (or I) have set before I start to read.
 During Reading	
_____	I make a mental picture in my mind of what I am reading.
_____	I know when I am confused, and I reread to understand.
_____	I look for information that relates to the purpose I've set or that the teacher or class has set.
_____	I stop after each section and summarize what I have read.
_____	I try to use clues in the sentences, charts, and pictures to figure out new words.
_____	I record important information in a graphic organizer or special note-taking style.
_____	I jot down questions to ask my teacher, especially when I am confused.
_____	I use my list of fix-it strategies when I get confused.
 After Reading	
_____	I discuss ideas or questions that I have with a partner or group.
_____	I note new vocabulary in a journal or within a graphic organizer.
_____	I skim to find parts that may answer a question and clarify my purpose for reading. I reread these sections.
_____	I study my notes and reread important parts after each assignment.
_____	I celebrate my learning of the content (project, writing, or discussion).