Bridge Pack Checklist

For _____

Generally are able to. . .	Are learning to . . .
Reading Engagement	**Reading Engagement**
_____ select familiar texts for independent reading _____ select easy novel texts from identified sets for independent reading _____ tell about a favorite book	_____ sustain reading for a longer period of time _____ read several familiar or easy novel texts independently at one sitting _____ read a beginning chapter book across several settings _____ read different genres (e.g., simple biographies, simple mysteries, poetry)
Oral Reading Fluency	**Oral Reading Fluency**
_____ scan pages from top to bottom to locate text _____ hold the story line while accessing visual information _____ use meaning, structure, and visual information to problem-solve unknown words _____ use beginning and ending letter(s)/sounds(s) to confirm or discount word choice _____ decode one-syllable words by sequentially blending letter sounds _____ use familiar letter sequences (e.g., onsets and rimes) to decode unknown words _____ use analogies to decode words with similar spelling patterns (e.g.., s**ite**, n**ight**) _____ read in 2-3 word phrases _____ read dialogue with expression	_____ use multiple cues to problem-solve novel words quickly _____ take words apart (e.g., onsets, rimes, endings, contractions _____ search and monitor vowel patterns within words _____ use analogies to decode words with similar spelling patterns (e.g., **ou**t, **all**) _____ quickly self-correct significant miscues _____ read in longer phrases _____ attend to and read punctuation _____ read with expression that conveys intended meaning _____ read at an appropriate rate
Comprehension	**Comprehension**
_____ preview a text; talk about what is happening in the illustrations/photographs _____ predict what's coming next	_____ make multiple predictions based on prior knowledge, book title title and introduction _____ extract more meaning from the text; rely less on the illustrations

Information adapted from the Developmental Reading Assessment Teacher Guide, Pearson Learning Group

_____ orally retell and recount what they read _____ respond to texts by making personal connections and reflecting on a favorite part	_____ monitoring meaning across pages/short chapters; stop and reread when meaning is not clear _____ monitor meaning across days when reading an extended text _____ interpret implied meaning and/or information _____ identify important event(s) or information _____ gain information from text features (e.g., book/chapter title(s), headings, table of contents) _____ read and understand basic information presented graphically (e.g., simple maps, charts, timelines) _____ retell important ideas and details sequentially or in a logical order _____ identify story elements (e.g., characters, setting, problem, solution) _____ share text-to-text connections made while reading a text _____ determine what the author is trying to say (message) _____ identify the most important event and tell why it is important _____ support opinions with examples from the text or personal experience