

## Screening Organizer

Grade Level	Skill Components	Possible Screeners (Meets Mandate)	Classroom Diagnostics (Optional)	Explicit Instruction Based on Focused Student Need
<b>Kindergarten</b> (Mid-year) At a minimum, data should be collected on PA and RAN	Phonological / Phonemic Awareness*	<b>DIBELS Next</b> First Sound Fluency <b>DIBELS Next</b> Phoneme Segmentation Fluency  <b>AIMSweb Phoneme</b> Segmentation Fluency  <b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research  <b>Texas Primary Reading Inventory</b> (TPRI)  <b>Predictive Assessment of Reading</b> (PAR)	<b>Phonological Awareness Screening Test</b> (PAST) <b>Phonological Awareness Skills Screener</b> (PASS) <b>DRA2</b> (Word Analysis)	Task involving phonological manipulation up through advanced levels (see Guidance document)  Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations
	Letter Naming Fluency*	<b>DIBELS Next</b> Letter Naming Fluency <b>AIMSweb</b> Letter Naming Fluency <b>Predictive Assessment of Reading</b> (PAR) <b>Pro-ed Rapid Automatic Naming</b> (RAN)		Explicit instruction using multi-sensory approaches linking letter to their names  Peer Assisted Learning Strategies (PALS) Fuchs, Vanderbilt University
	Rapid Automatic Naming*	<i>**Students at this age will show evidence of issues in working memory and being able to easily remember names of objects, letters, digits or colors.</i> Pro-Ed RAN/RAS (Rapid		<i>Although this component is not addressed in itself, supplemental practice for fluent working memory could be provided.</i>

		Automatic Naming) Predictive Assessment of Reading (PAR)			
	Alphabetic Knowledge	<b>DIBELS Next</b> ; Nonsense Word Fluency, <b>AIMSweb</b> Nonsense Word Fluency, <b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research <b>DRA2</b> (Word Analysis) <b>Texas Primary Reading Inventory</b> (TPRI) <b>Reading A-Z</b> : Alphabet Naming Assessment <i>**Alphabet writing</i>	<b>Abecedarian Reading Assessment</b>  Lakeshore: Alphabet Letter Knowledge Assessment (Free on website)		Explicit Instruction in Letter Naming: multisensory approach, visual discrimination, recognizing and forming letters - Child writes alphabet in both lower and upper case letters  Program examples include Wilson Foundations, Neuhaus, Spire.
	Sound Symbol	<b>AIMSWeb</b> Letter Sound Fluency <b>AIMSWeb</b> Nonsense Word Fluency <b>DIBELS</b> Nonsense Word Fluency <b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research <b>Predictive Assessment of Reading</b> (PAR)			Explicit instruction using multi-sensory approaches linking letter symbols to their sounds
*Recommended standardized tool tasks/observations		** <i>Classroom</i>			

<b>First Grade</b>	Phonological/ Phonemic Awareness*	<b>DIBELS</b> Phoneme Segmentation Fluency, <b>AIMSweb</b> Phoneme Segmentation Fluency, <b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research <b>DRA2</b> (Word Analysis) <b>Texas Primary Reading Inventory</b> (TPRI)	<b>Phonological Awareness Screening Test</b> (PAST) <b>Phonological Awareness Skills Screener</b> (PASS) <b>DRA2</b> (Word Analysis)	Task involving phonological manipulation up through advanced levels (see Guidance document)  Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations
	Letter Naming Fluency*	<b>DIBELS</b> Letter Naming FLuency <b>AIMSweb</b> Letter Naming Fluency <b>DRA2</b> (Word Analysis)		Explicit instruction using multi-sensory approaches linking letter to their names
	Rapid Automatic Naming*	<i>**Students at this age will show evidence of issues in working memory and being able to easily remember names of objects, letters, words, digits or colors.</i> <b>Pro-Ed RAN/RAS</b> (Rapid Automatic Naming)		Although this component is not addressed in itself, supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects, or colors from an array

	Alphabet Knowledge	<p><b>DIBELS</b> Nonsense Word Fluency</p> <p><b>AIMSweb</b> Nonsense Word Fluency</p> <p><b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research</p> <p><b>DRA2</b> (Word Analysis)</p> <p><b>Reading A-Z:</b> Alphabet Naming <b>Assessment</b></p> <p><b>Lakeshore:</b> Alphabet Letter Knowledge Assessment</p> <p><i>**Alphabet writing</i></p>		<p>Explicit instruction addressing directionality, sequencing, and alphabetization</p> <p>Program examples include PALS (Peer Assisted Learning Strategies) Vanderbilt University</p>
	Phonics	<p><b>DIBELS</b> Nonsense Word Fluency</p> <p><b>AIMSweb</b> Nonsense Word Fluency</p> <p><b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research</p> <p><b>Texas Primary Reading Inventory</b> (TPRI)</p>	<p><b>Really Great Reading</b> Decoding Survey</p> <p><b>CORE</b> Phonics Survey</p> <p><b>95% Group PSI:</b> Phonics Screener for Intervention</p> <p><b>DRA2</b> Word Analysis</p>	<p>Explicit and systematic instruction on letter-sound relationships, phonic blending and application within text.</p>
<b>Second Grade</b>	Phonological/Phonemic Awareness*	<p><b>Texas Primary Reading Inventory</b> (TPRI)</p> <p><b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research</p>	<p><b>Phonological Awareness Skills Screener</b> (PASS);</p> <p><b>Phonological Awareness Skills Test</b> (PAST);</p> <p><b>DRA2</b> (Word Analysis)</p>	<p>Task involving phonological manipulation up through advanced levels (see Guidance document)</p> <p>Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading</p>

				Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations; REWARDS; Language!
Phonics	<b>DIBELS</b> Nonsense Word Fluency <b>AIMSweb</b> Nonsense Word Fluency <b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research	<b>Really Great Reading</b> Decoding Survey <b>CORE</b> Phonics Survey <b>95% Group PSI:</b> Phonics Screener for Intervention <b>DRA2</b> word Analysis		Explicit and systematic instruction on letter-sound relationships, phonic blending, and application within text. Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Wilson Foundations; REWARDS; Language!
Rapid Automatic Naming	<i>**Students at this age will show evidence of issues in working memory and being able to easily remember names of objects, letters, words, digits or colors.</i> <b>RAN</b> (Rapid Automatic Naming)			Although this component is not addressed in itself, supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects, or colors from an array
Spelling	Student writing samples	<b>Words Their Way</b> Spelling Inventory		Explicit instruction in phonics
Reading Fluency	<b>DIBELS</b> Oral Reading Fluency <b>AIMSweb</b> R-CBM Oral <b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research Reading Passage <b>DRA2</b> Oral Reading Basic Reading Inventory (BRI)			Explicit instruction in word identification, build sight vocabulary, phrasing, and fluency practice

		<b>**1 Minute Fluency</b>		
	Basic Reading Comprehension	<b>AIMSweb</b> Maze <b>DIBELS</b> Daze <b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research Curriculum Based Measures <b>**Oral vs. Silent Reading Comprehension:</b> Students may be able to retell stories told orally but not retell what they have read themselves.		Explicit instruction in vocabulary and application of decoding within text. Explicit instruction in metacognitive reading strategies.

**Third Grade - Struggling Students will need to be screened in Phonological/Phonemic Awareness and Rapid Automatic Naming in addition to the following.**

<b>Third Grade</b>	Phonics	<b>DIBELS</b> Nonsense Word Fluency <b>AIMSweb</b> Nonsense Word Fluency <b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research	<b>Really Great Reading</b> Decoding Survey <b>CORE</b> Phonics Survey <b>95% Group PSI:</b> Phonics Screener for Intervention <b>DRA2</b> Word Analysis	Explicit and systematic instruction on letter-sound relationships, phonic blending and integrating the decoding within text..  Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Wilson Foundations; REWARDS; Language!
	Spelling	Student Writing Samples	<b>Words Their Way</b> Spelling Inventory	Explicit instruction in phonics
	Reading Fluency	<b>DIBELS</b> Oral Reading Fluency		Explicit instruction in word identification, phonics, sight

		<b>AIMSweb</b> R-CBM Oral Reading Passage <b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research <b>DRA2</b> (Oral Reading) <b>Basic Reading Inventory</b> (BRI)		vocabulary, fluency practice  Program examples include: Bev will put in FRCC list of fluency programs
	Basic Reading Comprehension	<b>AIMSWeb</b> Maze <b>DIBELS</b> Daze <b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research Curriculum Based Measures		Explicit instruction in vocabulary and linking decoding within text. Explicit instruction in metacognitive reading strategies.

**Fourth through Twelfth - Struggling Readers need to be screened with instruments appropriate in the areas of Phonemic Awareness, Rapid Naming, Phonics, Fluency and Comprehension. Explicit instruction in those areas of need will be addressed.**