

Decoding Dyslexia CA
Universal Screening for Reading Difficulties
Screening by Domain Area and Grade Level
Grade: First



Areas to Assess:	Phonological Awareness Skills:				Rapid Automatized Naming	Letter Naming Fluency	Letter-Sound Association	Phonological Memory /Nonword Repetition	Print Concepts	Oral Vocabulary	Decoding-Real/Nonsense Word Fluency	Sight Word Reading Efficiency	Encoding (Spelling)	Oral Reading Fluency	Reading Comp.
	Phoneme Segmentation	Phoneme Blending	Phoneme Manipulation (1)	Phonological Awareness											
Source:															
International Dyslexia Association, "Universal Screening: K-2 Reading"	1	1	1			1	1	1		1	1				
RTI Action Network, "Universal Screening for Reading Problems: Why and How Should We Do This?"	1					1	1	1		1	1				
National Center on Response to Intervention "Screening Brief #3: Predicting Students at Risk for Reading and Mathematics Difficulties"			1	1	1	1		1	1		1			1	
New Jersey Department of Education, "The New Jersey Dyslexia Handbook"	1		1		1	1	1	1		1	1			1	
Connecticut State Department of Education & State Education Research Center, "Elementary Assessments: Universal Screening, Diagnostic & Progress Monitoring" & "Approved Menu of Research-Based Grades K-3 Universal Screening Reading Assessments" (Rev. March 2017)	1					1	1				1			1	
Alabama Department of Education, "Alabama Dyslexia Resource Guide"											1	1	1	1	
Arkansas Department of Education, "Arkansas Dyslexia Resource Guide"	1				1	1	1				1		1	1	
Maine Department of Education, "Dyslexia Screening & Monitoring"	1			1	1	1	1				1		1		
Mississippi Department of Education, "Mississippi Approved List of Dyslexia Screeners"	1	1		1	1	1	1				1		1		
Missouri Department of Education, "Serving Students At-Risk for Dyslexia Guidance to LEAs", "Screening Organizer by Grade"	1	1	1	1	1	1	1	1			1		1		1
Oregon Department of Education, "Dyslexia Screening and Instructional Support Process"				1	1		1				1			1	
Total	8	3	4	5	7	9	9	5	1	3	11	1	5	6	1

(1) - includes deletion, substitution and reversal.