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

Areas to Assess:	Phonological Awareness Skills:				Rapid Automatized Naming	Letter-Sound Association	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
RTI Action Network, "Universal Screening for Reading Problems: Why and How Should We Do This?"										1	1
National Center on Response to Intervention, "Screening Brief #3: Predicting Students at Risk for Reading and Mathematics Difficulties"							1			1	1
New Jersey Department of Education, "The New Jersey Dyslexia Handbook"							1			1	1
Connecticut 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
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		1	1	
Maine Department of Education, "Dyslexia Screening & Monitoring"	1			1	1	1	1		1		
Missouri, "Serving Students At-Risk for Dyslexia Guidance to LEAs", "Screening Organizer by Grade"	1	1	1	1	1		1		1	1	1
Total	3	2	2	3	3	2	8	1	4	8	6

(1) - includes deletion, substitution and reversal.