



Skills to Assess for Early Identification of Reading Difficulties

Effective implementation of a research-based screening measure is critical for early identification of students at risk of reading difficulties. Difficulties in reading can be reduced with early evidence-based intervention. To accurately identify students at risk, literacy screeners should assess the following skills in kindergarten through second grade:

Kindergarten	<ul style="list-style-type: none">• Phonemic awareness:<ul style="list-style-type: none">• Phoneme Segmentation Fluency (PSF)• Alphabetic knowledge:<ul style="list-style-type: none">• Letter identification• Letter sound identification• Middle or end of year: Nonsense word fluency (NWF)• Rapid automatized naming (RAN):<ul style="list-style-type: none">• Beginning of year: objects• Middle and end of year: Letter Naming Fluency (LNF)
Grade 1	<ul style="list-style-type: none">• Phonemic awareness:<ul style="list-style-type: none">• Beginning to middle of the year: Phoneme Segmentation Fluency• Alphabetic knowledge:<ul style="list-style-type: none">• Letter sound identification• Decoding (Word Reading Fluency task such as Nonsense Word Fluency)• Rapid automatized naming (RAN):<ul style="list-style-type: none">• Letter Naming Fluency• Reading fluency:<ul style="list-style-type: none">• Passage Reading Fluency
Grade 2	<ul style="list-style-type: none">• Alphabetic knowledge:<ul style="list-style-type: none">• Beginning of year: Decoding (Word Reading Fluency task such as Nonsense Word Fluency)• Rapid automatized naming (RAN):<ul style="list-style-type: none">• Beginning of year: Letter Naming Fluency• Reading fluency:<ul style="list-style-type: none">• Passage Reading Fluency• Comprehension:<ul style="list-style-type: none">• Reading Comprehension• Listening Comprehension