

Reading Domains, Skills, and Assessments

This table can help teams identify where in the literacy continuum a student's reading is breaking down. By starting from the top left and working down and then to the right, teams may be able to determine where to begin intervening with a student.

CORE assessments can be found at: www.corelearn.com

DIBELS assessments can be found at: dibels.uoregon.edu

QRI (*Qualitative Reading Inventory*, 5th edition) can be found at: www.pearsonhighered.com

easyCBM assessments can be found at: easycbm.com

	Phonemic Awareness (Phonological Awareness)	Phonics	Fluency	Vocabulary	Comprehension
Assessment Types Universal screening Progress monitoring Diagnostic	DIBELS Next (FSF & PSF) easyCBM CORE	DIBELS Next (LNF & NWF) CORE	DIBELS Next (ORF) CORE easyCBM	DIBELS Next (Daze) CORE	DIBELS Next (Daze) CORE QRI easyCBM
Skills Within Reading Domains Skills are developed from left to right and top to bottom.	Listen for sounds	Letter-sound correspondence	Accuracy	Word classification	Vocabulary
	Rhyming words	High-frequency words	Rate	Antonyms and synonyms	Concept development
	Initial sounds	Short vowels	Prosody	Affixes and roots	Background knowledge
	Words in sentences	Consonant blends		Multiple-meaning words	Academic language
	Syllables in words	Long vowels		Homophones and homographs	Genre
	Track and order phonemes	Vowel digraphs And diphthongs		Word learning strategies	Text structure
	Phoneme isolation	R-controlled		Word origins and derivatives	Comprehension skills
	Phoneme identification	Multisyllabic words		Figurative language and idioms	Comprehension strategies
	Phoneme comparison	Compound words			
	Phoneme blending	Contractions			
	Phoneme segmentation	Inflectional forms			
	Phoneme deletion				
	Phoneme addition				
	Phoneme substitution				

Adapted from M. Pippitt-Cervantes (n.d.), Building Blocks of Reading Proficiency Skills Needed to Read. (<http://publicportal.ousd.k12.ca.us/199410119113614750/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=57721>)