<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Basic Early Literacy Skills or Foundational Skill</th>
<th>Sample Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSF</td>
<td>Phonemic Awareness: “explicit awareness that spoken words are made up of individual sounds or phonemes” (DIBELS Next Manual, p. 38).</td>
<td>-Phoneme manipulation: phoneme matching, phoneme isolating, phoneme segmenting</td>
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<td>PSF</td>
<td>Indicator of Risk; not a measure of an essential basic early literacy skill. “The value of recognizing environmental print is that students begin to understand that print has meaning” (DIBELS Next Manual, p. 47).</td>
<td>-Print Concepts; recognizing that sentences are made up of words and that words are made up of letters</td>
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</tbody>
</table>
| LNF                 | Alphabetic Principle  
**Alphabetic understanding:** Knowledge of letter-sound correspondences and the understanding that letters represent sounds in spoken words.  
**Basic Phonics**  
**Phonological recoding:** The use of alphabetic understanding to decode or read unknown words. | -Letter sound recognition & correspondence  
-Variant correspondence  
-Blending words (starting with simple CVC words to CCVC/CVCC)—encoding and decoding; syllable patterns; morpheme structure |
| NWF                 | Advanced Phonics and Word Attack Skills: recognizing common sounds related to combinations of letters (digraphs, blends, vowel teams, trigraphs).  
**Accuracy and Fluency with Connected Text:** bridge between accurate, automatic, word-level decoding and reading comprehension.  
**Reading Comprehension:** accurate and fluent reading, monitoring while reading, and ability to use cognitive strategies flexibility to gain meaning from text. | -Building fluency; reading word parts, phrases, chunked text, connected text  
-Reading with prosody  
-Using comprehension skills and strategies; narrative & expository text structures |
| CLS                 | Reading Comprehension: accurate and fluent reading, monitoring while reading, and ability to use cognitive strategies flexibility and syntactic and semantic accuracy to demonstrate understanding from the text. | -Using comprehension skills and strategies; narrative & expository text structures |
| WWR                 | Receptive Language: determine what structures of oral English students understand when spoken by adults. | -Build content vocabulary  
-Orally retell stories |
| DORF                | **Accurate and Fluent Reading of Connected Text; Reading Comprehension; Vocabulary and Language Skills:** Student’s ability to accurately read and comprehend authentic text. | -Sentence Structure and Meaning  
-Monitoring for Meaning  
-Story Structure; main idea/summarizing |