



GOLD[®] to DIBELS Crosswalk



| GOLD [®] | | | Dynamic Indicators of Basic Early Literacy Skills (DIBELS) | | | |
|-------------------------------------|--|---|--|------------------------------------|----------------------|---|
| GOLD [®] Objective | GOLD [®] Dimension | GOLD [®] Progression | Basic Early Literacy Skill Text | DIBELS Assessment Text | Grade Level Assessed | Skills Assessed |
| Demonstrates phonological awareness | Notices and discriminates rhyme | Joins in rhyming songs and games | | | | |
| | | Fills in the missing rhyming word; generates rhyming words spontaneously | | | | |
| | | Decides whether two words rhyme | | | | |
| | | Generates a group of rhyming words when given a word | | | | |
| | Notices and discriminates alliteration | Sings songs and recites rhymes and refrains with repeating initial sounds | | | | |
| | | Shows awareness that some words begin the same way | | | | |
| | | Matches beginning sounds of some words | | | | |
| | | Isolates and identifies the beginning sound of a word | Phonemic Awareness | Phoneme Segmentation Fluency (PSF) | K-1 | Says first sound in word |
| | Notices and discriminates smaller and smaller units of sound | Hears and shows awareness of separate word in sentences | | | | |
| | | Hears and shows awareness of separate word in sentences | | | | |
| | | Verbally separates and blends onset and rime | Phonemic Awareness | Phoneme Segmentation Fluency (PSF) | K-1 | Says onset and rime |
| Demonstrates phonological awareness | Notices and discriminates smaller and smaller units of sound | Verbally separates and blends individual phonemes in words | Alphabetic Principle and Basic Phonics | Nonsense Word Fluency (NWF) | K-2 | Blends sounds in words to read whole word |



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| Demonstrates knowledge of the alphabet | Identifies and names letters | Recognizes and names a few letters in own name | Letter Naming | Letter Naming Fluency (LNF) | K-1 | Names Letters of the alphabet |
| | | Recognizes as many as 10 letters, especially those in own name | Letter Naming | Letter Naming Fluency (LNF) | K-1 | Names Letters of the alphabet |
| | | Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order | Letter Naming | Letter Naming Fluency (LNF) | K-1 | Names Letters of the alphabet |
| | | Identifies and names all upper- and lowercase letters when presented in random order | Letter Naming | Letter Naming Fluency (LNF) | K-1 | Names Letters of the alphabet |
| | Uses letter-sound knowledge | Identifies the sounds of a few letters | Alphabetic Principle and Basic Phonics | Nonsense Word Fluency (NWF) | K-2 | Matches letters and sounds |
| | | Produces the correct sounds for 10-20 letters | Alphabetic Principle and Basic Phonics | Nonsense Word Fluency (NWF) | K-2 | Matches letters and sounds |
| | | Shows understanding that a sequence of letters represents a sequence of spoken sounds | Alphabetic Principle and Basic Phonics | Nonsense Word Fluency (NWF) | K-2 | Matches letters and sounds |
| Uses letter-sound knowledge | Uses letter-sound knowledge | Applies letter-sound correspondence when attempting to read and write | Alphabetic Principle and Basic Phonics | Nonsense Word Fluency (NWF) | K-2 | Matches letters and sounds |
| Demonstrates knowledge of print and its uses | Uses print concepts | Shows understanding that text is meaningful and can be read | | | | |
| | | Indicates where to start reading and the direction to follow | | | | |
| | | Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation | | | | |





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| | | Matches a written word with a spoken word but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line | | | | |
| Comprehends and responds to books and other texts | Interacts during read-alouds and book conversations | Contributes particular language from the book at the appropriate time | | | | |
| | | Asks and answers questions about the text; refers to pictures | | | | |
| | | Identifies story-related problems, events, and resolutions during conversations with an adult | | | | |
| Comprehends and responds to books and other texts | Interacts during read-alouds and book conversations | Reconstructs story using pictures, text, and props; begins to make inferences and draw conclusions | Reading Comprehension | Retell Fluency | 1-3 | Retells what has just been read |
| | Uses emergent reading skills | Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues | | | | |
| | | Pretends to read, using some of the language from the text; describes the action across the pages, using pictures to order the events; may need prompts from adult | | | | |
| | | Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation | | | | |
| | | Tries to match oral language to words on page; points to words as reads ; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print | | | | |





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| | Retells stories | Retells some events from familiar story with close adult prompting | Reading Comprehension | Retell Fluency | 1-3 | Retells what has just been read |
| | | Retells familiar stories, using pictures or props as prompts | Reading Comprehension | Retell Fluency | 1-3 | Retells what has just been read |
| | | Retells a familiar story in proper sequence, including major events and characters | Reading Comprehension | Retell Fluency | 1-3 | Retells what has just been read |
| Comprehends and responds to books and other texts | Retells stories | Retells stories with many details about characters, events, and storylines | | | | |
| Demonstrates emergent writing skills | Writes name | Scribbles or marks | | | | |
| | | Controlled linear scribbles | | | | |
| | | Mock letters or letter-like forms | | | | |
| | | Letter strings | | | | |
| | | Partially accurate name | | | | |
| | | Accurate name | | | | |
| | Writes to convey meaning | Scribbles or marks | | | | |
| | | Controlled linear scribbles | | | | |
| | | Mock letters or letter-like forms | | | | |
| | | Letter strings | | | | |
| | | Early invented spelling | | | | |
| | | Late invented spelling | | | | |

