

Parents/ Guardians of \_\_\_\_\_, (Student Name)

As a reminder, all kindergarten through third grade students are administered a Universal Literacy and Dyslexia Screener at least three times a year per Move On When Reading legislation. This screening does *not* *diagnose* for reading disabilities, nor dyslexia. Based on the most recent screening administration, it is in the best interest of your child to receive targeted interventions at school and receive additional reading support at home.

This letter is to inform you of your child’s current level of need and the plan Dobson Academy is taking to help close this learning gap.

- Approaching Benchmark (Has reading difficulties and needs intervention)
- Significantly At-Risk (Needs significant and intensive reading intervention)

Regardless of the cause of reading difficulties, providing early support can help prevent later reading problems. Arizona statute requires that third grade students meet the Move On When Reading cut score on the reading portion of the 3rd grade statewide exam. A student who fails to meet this score may be retained unless an exemption is met. More information about Move On When Reading can be found at [www.azed.gov/MOWR](http://www.azed.gov/MOWR). Your child will receive the following instructional supports to build upon their strengths and address reading needs.

In addition to our Tier 1, Journeys K-2, ReadyGen 3<sup>rd</sup> Grade, your child will receive additional intervention in small groups outside of the 90-minute core reading block. This intervention will be targeted to fill learning gaps based on diagnostic assessments. Information provided by our Acadience Benchmark Assessment, Universal Literacy and Dyslexia Screener and additional diagnostic assessments, your child will receive intervention to build mastery in the literacy skill(s) marked below.

Also, see the attached parental strategies to help your child with the identified area(s).

<input type="checkbox"/> Phonological/Phonemic Awareness	<input type="checkbox"/> Basic Reading and Spelling Skills	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Comprehension
Difficulty with sounds: <ul style="list-style-type: none"> <li>• Sound Segmentation*</li> <li>• Initial Sound*</li> </ul>	Difficulty with letter sounds, reading real and nonsense words: <ul style="list-style-type: none"> <li>• Phonics*</li> <li>• Nonsense Word Fluency*</li> </ul>	Speed & accuracy of oral reading: <ul style="list-style-type: none"> <li>• Rapid Naming*</li> <li>• Oral Reading Fluency*</li> </ul>	Understanding word meanings:	Understanding of what was read: <ul style="list-style-type: none"> <li>• Retell</li> <li>• Maze</li> <li>• Cloze</li> </ul>

\*Possible indicators of characteristics consistent with dyslexia.

Sometimes difficulty learning to read can be due to problems that are common to individuals with dyslexia. Dyslexia is a common reading disorder and each person has slightly different signs and symptoms, with varying levels of severity. Students who have weaknesses in the areas of phonological awareness, phonemic awareness, rapid naming skills (RAN), correspondence between sounds and letters, and/or nonsense word fluency may have characteristics consistent with dyslexia. This does **not** correspond with a diagnosis.



The following supports are being provided to help your child improve their reading:

Tier 2/Tier 3 Intervention Small Groups

- Instructor(s): Kerry Nickerson/Melissa Tuley
- Program(s): 95% Group, Heggerty Phonemic Awareness Program, Kids Lips-Tools4Reading
- Session: During Center Time
- Days per week: 4 Minutes per day: 30-35

Additional support that will help close reading gaps are also available to your child.

Computerized Reading Intervention

These interventions are in place for as long as they are needed to get your child on grade-level. Your child's progress will be closely and frequently monitored during this Multi-Tiered System of Supports (MTSS) process. Progress monitoring is used to inform instruction and monitor skill mastery. At any time, a change may occur in intervention curriculum, group size, frequency, duration, and level of intensity to support your child's growth.

Communication with your child's teacher is key and will help build a positive plan for your child. Please share with the teacher/school your child's learning strengths and if they were slow to speak, had/have trouble with rhyming or with learning letters or sounds, as these could be early warning signs of dyslexia. Parents can be excellent partners with the school to provide extra practice for students at home. Recommended activities for student support are attached to this letter.

We appreciate the opportunity to partner with you to meet the needs of your child for continued success. Ongoing communication regarding your child's progress will be provided by the classroom teacher.

Sincerely,

Mrs. Jamie Bradley (Principal) [jbradley@ballcharterschools.org](mailto:jbradley@ballcharterschools.org) (480.855.6325 X202)

Kerry Nickerson (Reading Interventionist) [knickerson@ballcharterschools.org](mailto:knickerson@ballcharterschools.org)

Melissa Tuley (Reading Interventionist) [mtuley@ballcharterschools.org](mailto:mtuley@ballcharterschools.org)

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Please sign below and return this form to school as soon as possible.

I have been notified that my child, \_\_\_\_\_, will be seen by a Dobson Academy Reading Interventionist for 30-35 minutes for intensive reading intervention; no core instruction will be missed. In addition to this intervention, my child will receive reading instruction in a small group setting with his or her regular classroom teacher.

Student Name \_\_\_\_\_ Teacher \_\_\_\_\_

Parent Name \_\_\_\_\_ Phone/Email \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

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