

Knox County Schools
Response to Instruction and Intervention (RTI²)
Characteristics of Dyslexia Letter

Date:

Dear Parent/Guardian:

Your child has been screened in the academic areas of reading, math, and written expression using multiple sources of data that may include universal screening, informal and formal classroom assessments, and/or other diagnostic assessments. The data are reviewed to determine which students are academically at risk. All students receive reading, math, and writing instruction in the general education classroom (RTI², Tier 1), which provides rich learning opportunities aligned with the Tennessee Academic Standards.

Based on performance within your child’s screening process, your child has been identified with difficulties in reading which meet the requirements as having characteristics of dyslexia in the following area(s):

	<u>Phonological Awareness</u> : a broad category comprising a range of understandings related to the sounds of words and word parts
	<u>Phonemic Awareness</u> : the ability to notice, think about, and work with the individual sounds in spoken words
	<u>Alphabet Knowledge</u> : understanding that letters represent sounds which forms words
	<u>Sound/Symbol Recognition</u> : understanding that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (the letters that represent those sounds)
	<u>Decoding Skills</u> : using knowledge of letters and sounds to recognize and analyze a printed word to connect it to the spoken word it represents (also referred to as “word attack skills”)
	<u>Encoding Skills</u> : translating speech into writing (spelling)
	<u>Rapid Naming</u> : ability to connect visual and verbal information by giving the appropriate names to common objects, colors, letters, and digits (quickly naming what is seen)

Additional support will be provided through small group instruction in a dyslexic specific intervention to address his/her reading difficulties. Students requiring intervention in these areas do not necessarily have dyslexia, but could benefit from this type of instructional support.

We are committed to your child’s academic success and are glad to have the opportunity to provide your child with the necessary instruction and supports. More information regarding supporting your child and learning more about characteristics of dyslexia may be found at this site (http://bit.ly/KCS_Dyslexia).

If you would like more information, please contact your child’s school.

Respectfully,
RTI² Team