

# Knox County Schools Curriculum & Instruction Department Home Literacy Report K-3rd Grades



Date:

Dear Parent/Guardian:

Research has repeatedly found that students who are reading at or above grade level by the end of third grade are likely to continue to read proficiently as they move upward through grade levels. To address student needs, Knox County Schools provides quality resources and intense interventions when necessary. It is with this sense of urgency that we seek to be prepared for the rigors of future grade levels, as well as develop both proficient reading habits and a lifelong love for reading.

Your child has been screened for academic skill deficits in the areas of reading and math using the TN Universal Screener. This screener is designed to identify if your child might benefit from additional support in reading and math skills. All data are reviewed to determine how to best support all students academically. Although your child is receiving direct instruction daily, he/she may benefit from additional academic support. The school's data team reviews your child's specific needs and selects an intervention that addresses the depth and extent of his/her needs. Additional diagnostics may be given to identify further deficit areas.

The attached report displays a chart showing performance and narrative information about individual and composite scores. The composite score is a combination of the assessments given within a particular area. For example, for 2<sup>nd</sup> grade students, the reading composite score includes assessments in vocabulary, oral reading fluency, and comprehension. The graph shows your child's benchmark test results as compared to a national sample of students in the same grade level for each assessment given and the composite score for the combined measures.

Your child's reading composite score is \_\_\_\_\_.

Your child's math composite score is \_\_\_\_\_.

Students with a reading composite between 40<sup>th</sup>-15<sup>th</sup> percentile are considered at risk for significant reading deficiency. Students with a composite score below the 15<sup>th</sup> percentile are considered having significant reading deficiency.

The table below indicates how we can best meet your child's needs. The supporting area is marked. An explanation of each support is listed below the table.

Support Area	Reading	Math	Program Focus	Program Title
Tier 1 Enrichment				
Tier 1 Grade Level Support				
Tier 2				
Tier 3				
English Language Learners				
Specialized Instruction				

- Tier 1 is core instruction. Some students will benefit from enrichment activities and others will need grade level support for continued growth.

- Tier 2 is in addition to Tier 1 support. This is a small group of explicit instruction with a focus on specific skill gaps.
- Tier 3 is more intensive than Tier 2. It is in addition to Tier 1 support. This is a smaller group than Tier 2 to work on foundational skill gaps.
- English Language Learners need support with language skills through ELL instruction. This is in addition to Tier 1 support.
- Specialized Instruction supports are determined by a student’s IEP.

The universal screener with other data helps us identify students with characteristics of dyslexia. The areas checked on the chart below will identify specific characteristics of dyslexia your child exhibits. These areas are addressed through instruction and intervention. For more information on Characteristics of Dyslexia, go to this address: <https://bit.ly/Dyslexiahelptips>

	<b>Difficulties</b>	<b>General Definition</b>
	Phonological Awareness	The ability to recognize, identify and manipulate sounds in spoken words when no print is involved.
	Phonemic Awareness	The awareness of individual sounds within the spoken word and the ability to manipulate those sounds when no print is involved.
	Alphabet Knowledge	The ability to name letters of the alphabet
	Sound/Symbol Recognition	The ability to identify the sounds that letters and letter combinations make
	Decoding Skills	The ability to sounds out words and read words using phonics
	Encoding Skills	The ability to spell words.
	Rapid Naming	The ability to quickly and accurately name familiar things.

You can support your child by:

- Getting your child to school and on time
- Communicating with your child’s teacher for specific strategies to help at home
- Reading daily with your child
- Review progress reports and discussing them with your child
- Use the following links to our KCS website for helpful tips as you work with your child

English/Language Arts <a href="http://bit.ly/Readinghelptips">http://bit.ly/Readinghelptips</a>	Math <a href="http://bit.ly/mathhelptips">http://bit.ly/mathhelptips</a>	Intervention <a href="http://bit.ly/interventionhelptips">http://bit.ly/interventionhelptips</a>
English Language Learners <a href="https://bit.ly/ELLhelptips">https://bit.ly/ELLhelptips</a>	Specialized Instruction <a href="http://bit.ly/specialeducationhelptips">http://bit.ly/specialeducationhelptips</a>	Characteristics of Dyslexia <a href="http://bit.ly/Dyslexiahelptips">http://bit.ly/Dyslexiahelptips</a>

If you would like further information, please contact your child’s teacher.

Sincerely,

RTI<sup>2</sup> Team