

Date: _____

Dear Parent/Guardian of _____,

Hamblen County Schools gives academic screenings throughout the school year as part of RTI², Response to Instruction and Intervention. Core reading, math, and writing instruction based on the Tennessee Academic Standards takes place in the general education classroom; this is called Tier I. In addition to Tier I instruction, students whose screenings and other sources of data show the need for more assistance will receive additional support in either Tier II or Tier III. Generally, this means small group instruction focused on the academic area in which the student is struggling.

Based on performance on multiple reading assessments given, your child has been identified with difficulties in the following area(s):

- Phonological awareness:** a broad category related to the sounds of words and word parts; includes listening, rhyming, blending, alliteration, segmenting, and syllables
- Phonemic awareness:** the ability to notice, think about, and work with the individual sounds in spoken words; phonemic awareness deals only with sounds, not letters
- Alphabet knowledge:** understanding that letters represent sounds, which form words
- Sound/Symbol recognition:** understanding that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (the letters that represent those sounds)
- Decoding skills:** the ability to apply knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words
- Encoding skills:** translating speech into writing (spelling)
- Rapid naming:** the ability to quickly name known objects, colors, letters, and digits; this is important when decoding words, encoding words, and reading sight words

Sometimes difficulties in reading can be attributed to characteristics that are associated with dyslexia. When students struggle with any of these reading areas, dyslexia-specific interventions may be effective to address the skill deficits. 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 to helping your child reach his/her maximum potential. Recommendations for reading intervention have been developed through our school's problem-solving team. **Your child will be receiving additional support in Tier III.** Reports on progress will be sent home at least every 5 weeks. Please contact me if you would like to schedule a conference to discuss your child's reading performance and intervention plan, or for resources to extend your child's reading support at home.

Sincerely,

Name/Title _____

Telephone Number _____