

Universal Screening for Foundational Reading Skills

TCPS is committed to identifying and addressing the needs of each student. To this end and in response to recent legislation from the Maryland General Assembly (Senate Bill 734, Ready to Read Act), TCPS will be screening all Kindergarten and Grade 1 students who are not already receiving specialized services in early literacy using the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment. The purpose of this screening is to determine students' fluency in foundational reading skills and to predict risk of future difficulties so that appropriate early intervention can take place.

If a student's DIBELS scores indicate some risk, supplemental interventions will be implemented in the classroom. If the risk level persists or increases, more intensive interventions will be discussed based on this screener and any additional student performance data available to drive decisions about students' level of risk and needs for supplemental instruction and intervention. Parents will be notified of the results of this assessment and any additional intervention support that is recommended. Additionally, parents/guardians will continue to receive information about their child's reading achievement quarterly, in each report card. For more information on the screening assessment, see the Parent Guide to DIBELS at <https://dibels.uoregon.edu/docs/dibelsparentguide.pdf>

Those students who receive intervention services will be monitored for progress using DIBELS in the Winter and Spring annually to determine if appropriate progress has been made and if any changes to the instructional program are needed.

Typical and atypical early reading behaviors are described in the graphic below titled: "What are the Effects of Dyslexia: Signs of typical reading development and possible indicators of risk for dyslexia."

For more information on Early Warning Signs see these links:

<https://www.dyslexia-reading-well.com/dyslexia-symptoms.html>

<http://marylandpublicschools.org/programs/Documents/ELA/ReadingDifficulties/ChecklistForReadingDifficultiesAndDyslexiaByAge.pdf>

For more information on the Ready to Read Act (SB734):

<http://marylandpublicschools.org/programs/Pages/ELA/ReadingDifficulties.aspx>

What Are the Effects of Dyslexia

Signs of typical reading development and possible indicators of risk for dyslexia.

Typical Readers

Readers at Risk for Dyslexia May

Preschool Years

	<ul style="list-style-type: none"> • Notice repeated sounds in oral language (e.g. Baa, Baa, Black Sheep) • May start to pay attention to beginning or rhyming sounds in words • Know the functions of print (e.g. know that different texts are used for different purposes, know that print has meaning) • Know 10 alphabet letters, and the letters in their name 	<ul style="list-style-type: none"> • Have trouble learning common nursery rhymes • Not recognize rhyming patterns. • Have difficulty learning and remembering the names of letters in the alphabet • Use persistent "baby talk"
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Kindergarten to 1st Grade

	<ul style="list-style-type: none"> • Learn one-to-one letter sound correspondences • Understand that speech sounds map on to printed letters to form words • Learn to decode regular one-syllable words using their knowledge of letter-sound correspondences • Begin to make sense of what they are reading 	<ul style="list-style-type: none"> • Not associate letters with sounds • Make reading errors that show no connection to the sounds of the letters on the page • Not understand that words "come apart" • Not be able to sound out simple words like map, cat, pan • Complain about how hard reading is
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2nd Grade and Beyond

	<ul style="list-style-type: none"> • Use knowledge of letter-sound correspondences to sound out unknown words • Use word parts to decode regular multisyllabic words • Read accurately and fluently enough to concentrate on comprehension 	<ul style="list-style-type: none"> • Often be very slow in acquiring reading skills • Often guess at words • Not be able to sound out words • Confuse words that sound alike • Avoid reading out loud • Have poor spelling and messy handwriting
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