

## Universal Screening for Foundational Reading Skills

SMCPS is committed to identifying and addressing the needs of each student. Three times a year, all students in grades K-5 participate in reading screening using the [Dynamic Indicator of Basic Early Literacy Skills](#) (DIBELS) assessment. This screening helps to determine the fluency of students' reading skills and predict risk for future reading difficulties. If a student's DIBELS scores indicate some risk, further diagnostic assessments are completed. Screening and diagnostic data is reviewed by grade-level teams to develop instructional plans.

SMCPS utilizes universal screening, diagnostic assessments and documented student performance to drive decisions about students' level of risk for meeting grade-level expectations in reading and needs for supplemental instruction and intervention.

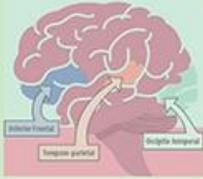
Parents/Guardians of all SMCPS students will be notified of their child's reading achievement quarterly, in each report card. Following the mid-year data review, parents or guardians of kindergarten students will receive a notification letter if their child demonstrates some risk for reading difficulty. The letter will include reading screening results and a description of any supplemental instruction that will be provided. Parents or guardians of students in grades 1-2 who are new to SMCPS will also be sent a notification letter if their child demonstrates some risk for reading difficulty.

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." Please click the link to access a [Family History Checklist of Warning Signs for Reading Difficulty and Dyslexia](#)

If you have questions or concerns about your child's reading skills or the need for supplemental reading instruction, please contact your child's teacher. If you have questions about SMCPS universal screening procedures for risks of reading difficulties, please contact [kdhall@smcps.org](mailto:kdhall@smcps.org).

### Understanding Dyslexia by Age

See graphic below for a description of the effects of dyslexia by age or if you prefer, read the [text version of the infographic](#).



# 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



- 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

- 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"

### Kindergarten to 1st Grade



- 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

- 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

### 2nd Grade and Beyond



- 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

- 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