MOWR
Move On When Reading

Noah Webster Schools- Mesa

September 2021

Parents/ Guardians of _____,

Your child recently participated in the Acadience Learning Online Universal Literacy Screener. This screening gives important information to guide reading instruction, particularly for students who show signs of risk for reading difficulties including those who may have characteristics consistent with dyslexia. This is **not** a comprehensive assessment designed to diagnose your child with dyslexia.

Following this screener, we have determined the areas of need to guide our intervention.

☐ Approaching Benchmark (Has reading difficulties and needs intervention)

☐ Significantly At-Risk (Needs significant and intensive reading intervention)

This letter is to inform you of your child's current level of need and the plan Noah Webster Schools-Mesa is taking to help close this learning gap.

Regardless of the cause of reading difficulties, providing early support can help prevent later reading problems. Arizona statute requires that third grade students meet the Move on When Reading cut score on the reading portion of the 3rd grade statewide exam. A student who fails to meet this score may be retained unless an exemption is met. More information on Move On When Reading can be found here: www.azed.gov/MOWR. Your child will receive the following instructional supports to build upon their strengths and address reading needs.

In addition to our Tier 1 McGraw Hill English Language Arts core curriculum your child will receive additional intervention in small groups outside of the 90-minute core reading block. This intervention will be targeted to fill learning gaps based on diagnostic assessments. Your child will receive intervention to build mastery in the literacy skill(s) marked below:

See the attached parental strategies to help your child with the identified area(s) below.

☐ Phonological/ Phonemic Awareness	☐ Basic Reading and Spelling Skills	☐ Reading Fluency	☐ Vocabulary	☐ Comprehension
Difficulty with sounds (Phoneme Segmentation*, Initial Sound*)	Difficulty with letter sounds and reading real and nonsense words (Phonics*, Nonsense Word Fluency*)	Speed & accuracy of oral reading (Rapid Naming*, Oral Reading Fluency*)	Understanding word meanings	Understanding of what was read (Retell, Maze, Cloze)

*Possible indicators of characteristics consistent with dyslexia.

Sometimes difficulty learning to read can be due to problems that are common to individuals with dyslexia. Dyslexia is a common reading disorder and each person has slightly different signs and symptoms, with varying levels of severity. Students who have weaknesses in the areas of phonological awareness, phonemic awareness, rapid naming skills (RAN), correspondence between sounds and letters, and/or nonsense word fluency may have characteristics consistent with dyslexia.

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The following supports are being provided to help your child improve their reading:

☐ Tier 2/Tier 3 Intervention Small Groups

- Instructor(s): _____
- Program(s): _____
- Session: (before, during, after) _____
- Days per week: _____ Minutes per day: _____

☐Progress Monitoring (frequent data checks to determine skill mastery)

- Frequency _____

Additional supports that will help close reading gaps are also available to your child. *(Select all available)*

☐ Reading Intervention Services (Before or after school)
☐ Computerized Reading Intervention
☐ Individual Tutoring

These interventions are in place for as long as they are needed to get your child on grade-level. Your child's progress will be closely and frequently monitored during this Multi-Tiered System of Supports (MTSS) process. Progress monitoring is used to inform instruction and monitor skill mastery. At any time, a change may occur in intervention curriculum, group size, frequency, duration and level of intensity to support your child's growth.

Communication with your child's teacher is key and will help build a positive plan for your child. Please share with your child's teacher/school your child's learning strengths and if they were slow to speak, had/have trouble with rhyming or with learning letters or sounds, as these could be early warning signs of dyslexia. Parents can be excellent partners with the school to provide extra practice for students at home. Recommended activities for student support are attached to this letter.

We appreciate the opportunity to partner with you to meet the needs of your child for continued success. Ongoing communication regarding your child's progress will be provided by the classroom teacher.

Sincerely,

Jessica Friedermann, Principal
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