Sample Notification of Risk Letter

Date:

Dear Parent/Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

Our team at [school name] is committed to identifying and addressing the needs of each student to understand and maximize his/her potential. To assist with this goal, all kindergarten students participate in a reading screening three times per year. These screenings are designed to give valuable information to help school staff develop and implement reading instruction that meets students’ needs, particularly for those students who may show some signs of risk for reading difficulties.

The most recent screening results for your child are presented in the table below

| Area of Assessment | Name of Measure | What Does It Measure? | Goal | Student Score | Status |
| --- | --- | --- | --- | --- | --- |
| Rapid Naming  | Letter Naming Fluency | How quickly and efficiently can a child pull information from long term memory. It is a strong predictor of future reading success. |  |  |  |
| Phonological Awareness | Phonemic Segmentation | A child’s awareness that spoken words are made of individual sounds. This is a necessary preskill for reading. |  |  |  |
| Letter/Sound Correspondence | Nonsense Word Fluency | A child’s knowledge of the sound that each letter makes and his/her ability to use letter sounds to sound out and read words. |  |  |  |

Based on the screening results, our team has determined that your child would benefit from targeted, supplemental instruction in [areas of need].

To help your child reach grade level reading benchmarks, the following supplemental reading support will be provided in addition to core reading instruction:

Name/Description of the Intervention:

Minutes Per Day: \_\_\_\_\_ /Days Per Week: \_\_\_\_\_

Delivered by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A school team will monitor the progress of your child every \_\_\_\_ weeks to help make decisions regarding needed adjustments to the reading support. You will be updated on the progress of your child and any plans for changes to the instructional support.

While the screeners are not comprehensive assessments, the results help schools identify students who may show some risk for reading difficulties so that early intervention can be provided. Early screening and intervention can significantly prevent reading difficulties from developing. We are committed to your child’s academic success and are glad to have the opportunity to provide your child with the necessary instruction and supports. Parents can be excellent partners with the school to provide extra practice for students to develop essential reading skills. For information about activities to support reading development at home, see the list of resources provided below.

If you have any questions about the screening results, the plan for supplemental reading support, or your child’s learning needs and progress, please contact the classroom teacher or [school representative].

[Contact Name of School Representative, phone number, email address]

Sincerely,

**Resources for Parents to Support Reading at Home:**

[National Center for Families Learning](http://familieslearning.org/)

[National Center on Improving Literacy (NCIL)](https://improvingliteracy.org/)

[Reading Rockets- Launching Young Readers](http://www.readingrockets.org/audience/parents)

Enclosure: Brochure on Universal Screening and Instructional Support